



African Population and Health Research Center



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Advancing Learning Outcomes for Transformational Change III (ALOT Change III) Project

Implementing A LOT-Change Intervention through Radio in Korogocho and Viwandani

Learning Report (August – September 2020)

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1. Introduction

The A LOT-Change project is a community based after-school support program that has been implemented in Korogocho and Viwandani since 2013. The program is being implemented in conjunction with Miss Koch Kenya (MKK) and U-Tena Youth Organization. This project is motivated by the need to have an integrated approach to improve learning outcomes, psychosocial wellbeing and behavior among adolescent girls and boys. The first phase (2013-2015) only targeted adolescent girls in grades 6-8 and comprised of homework support in numeracy and literacy, life skills mentoring, parental counseling, and transition to secondary school subsidy. From the successes of the initial phase, the intervention was scaled up in Phase 2 (2016-2018) to include a leadership component and also target both adolescent boys and girls, with the other components remaining the same. ALOT Change Phase III is a follow-up study of the Phase II cohort who transitioned to secondary school in 2019. In this Phase, APHRC in liaison with Miss Koch and U-Tena is testing the feasibility of implementing the A LOT-Change model among older adolescents and also establish the sustainability of the effects of the intervention as observed in Phase II on the adolescents in secondary school.

Phase III specific objectives include:

- a) To determine which of the intervention packages (or aspects of the intervention) has the greatest impact among secondary school students;
- b) To determine whether the improvements observed at primary school level are sustained at secondary school;
- c) To explore, what pathways, if any, the intervention works through to impact outcomes.

The intervention components in Phase III include, career awareness training, mentoring in soft skills, holiday homework support, digital literacy and parental counselling. In the short-term, these components are expected to broaden the enrolled adolescents' view of prospective future career paths in different sectors and knowledge of what it takes to get there; improve their social responsibility and citizenship skills; improve soft skills knowledge among adolescent boys and girls; improve learning outcomes; enhance their knowledge and skills in the use of digital hardware and related software; and increase parental support for their children's education. In the long term we hope that by securing the future of these adolescent boys and girls, they will in turn transform their communities positively.

2. A LOT-Change radio programs

Just like many other aspects of life, the A LOT-Change intervention was tremendously disrupted by the COVID-19 pandemic. The government's directive to enforce the partial lockdown and

movement restrictions resulted in all the intervention activities being halted from March to August. As a result of the disruption, the team embarked on re-strategizing how to adapt to the new normal and settled on programming through radio. The motivation behind the use of local radio stations was to continue with the A LOT-Change III intervention in Korogocho and Viwandani as an innovative way of addressing the 'new normal' as a result of disruptions caused by the COVID-19 pandemic. This was especially important considering that before the pandemic, all the A LOT-Change intervention activities involved physical interaction between the project team and beneficiaries. To put it into perspective, the project has enrolled about 900 participants (parent-adolescent pair) in Korogocho and Viwandani with 30 counselors and 60 mentors delivering the various intervention activities. Participants are placed into groups of between 25-30 individuals and the discussions facilitated by two mentors for adolescents and one counselor for parents.

Being that the project was using local radio stations as a medium of delivery for the first time, it was agreed that a two month pilot be undertaken to assess the viability before settling on it as the main mode of delivery of the intervention in the new normal. The decision for the two-month pilot period was informed by the need to have enough time to have the logistics in order and give enough time for gathering lessons learned. It was also agreed that delivery of soft skills and parental counseling would be the most feasible components to pilot as compared to exposure visits and service-learning which would require a new strategy of implementing in the new normal.

Since the topics of discussions and content are informed by the A LOT-Change project, the expected intermediate outcomes from the delivery of soft skills and parental counseling will remain the same. That is:

- Improved soft skills knowledge among adolescent boys and girls.
- Increased parental involvement in their children's lives and education.

This learning report highlights the activities that went into implementing the radio programs, challenges and mitigation measures, lessons learned and recommendations. It is worth noting that some of the challenges experienced at the beginning of the program delivery were resolved on an ongoing basis.

3. Key project activities

Activity 1.1. Project design meetings between APHRC, Miss Koch Kenya and U-Tena were organized.

These pre-engagement meetings were held to explore possible avenues to continue supporting A LOT-Change beneficiaries during the COVID-19 pandemic. After several meetings, the team agreed to continue with the delivery of soft skills for adolescents and parental counseling through radio. The reasons for settling on the radio were two-fold. Firstly, a vast majority of people in the urban informal settlements already listen to the radio. Therefore, we could be able to piggyback on the use of radio to reach the vast majority of our beneficiaries. For instance, figures from the Kenya Audience Research Foundation (KARF) which conducts media surveys showed that Ruben FM had a listenership base of about 350,000. Secondly, radio required no physical contact with project beneficiaries as opposed to the normal intervention sessions and thus the best medium to adhere to COVID-19 guidelines on social distancing. The design of the pilot radio intervention, was an important consideration in the long term in case the country remained on lockdown and restrictions.

Activity 1.2. Planning and engagement meetings with local radio stations.

Reuben FM and Koch FM were identified as partners to deliver soft skills for adolescents and parental counseling due to their large listenership by both young people and adults. Once this consensus was arrived at, several meetings between representatives from the two stations and the project team were held to agree on a road map for implementing the A LOT-Change radio programs. The following were the key outcomes of the meetings: The team agreed that live shows were to be the main mode of delivery; sessions to be held twice a week (with a day dedicated to soft skills and another day to parental counseling; radio presenters to attend content review meetings since they moderate the shows; each show would consist of a mentor and counselor for in-depth discussions and that each show would air for 1 hour. In addition, the team also agreed on a consistent time to air the radio programs, that is; in Korogocho Wednesday (1100hrs) the program was dedicated to parents and on Thursday (1400hrs) the program was dedicated to adolescents with a focus on soft skills. While in Viwandani, the Tuesday program at (1100hrs) focused on parental involvement and the Thursday program (0800hrs) targeted adolescents with soft skills. It is important to note that, the parental involvement program was multifaceted in that the content delivery was intended to also reach out to adolescents since one of the objectives is to involve parents in the lives and education of their children.

Having radio station representatives onboard during content development provided an opportunity for mentors and counselors to be inducted on basic radio facilitation skills such as summarizing content, being well prepared, using appropriate language for the audience, maintaining a focus on the topic of discussion, remaining interesting to the listeners and being impartial.

Activity 1.3. Mobilization and identification of mentors and counselors to facilitate the radio shows.

Induction meetings (2 in Korogocho and 2 in Viwandani) with mentors and counselors were held to sensitize about the new normal plans to continue part of the intervention activities through radio. This was to prepare them to participate and also sensitize the community about the upcoming activities. The induction meetings were also used as an opportunity to discuss potential topics that could be discussed in the initial radio programs to create interest among listeners. Suggested topics included child protection and safeguarding, gender-based violence, positive parenting, goal setting, peer pressure, stress management in wake of COVID-19, parent-child communication and relationship building, and teenage pregnancy. The selection of mentors and counselors who would participate was voluntarily being that not all were comfortable to go on air. In both Viwandani and Korogocho, a total of 12 mentors and counselors were selected to deliver the 16 scheduled A LOT-Change radio programs.

The following health guidelines were adhered to during the meetings to reduce the spread of COVID-19:

- All participants wore face masks during the meeting
- The meeting venue had handwashing stations with soap and sanitizers
- A social distance of 1.5 meters between participants was observed
- Both meetings were held in spacious and well - ventilated halls
- Attendance was recorded in case tracking of individuals was required.

Activity 1.4 Delivery of A LOT-Change radio program.

A total of 16 A LOT-Change radio programs were scheduled during the two month pilot period. Although the radio programs were reaching a wider audience, deliberate steps were taken to mobilize the A LOT-Change beneficiaries to tune in. A mix of activation strategies were used, that

is, phone calls, SMS, word of mouth radio promos to remind listeners about upcoming sessions and scheduled time. The topics covered included:

Table 1: Topics and emerging issues.

Session #	Topics covered	Emerging issues
Session 1:	Goal setting (Viwandani) - The program focused on encouraging parents to support their children in setting life and education goals.	
	Positive parenting and understanding parenting styles (Korogocho) - The program focused on helping parents to understand what positive parenting was all about as well as helping them to identify their parenting styles.	One listener called in and noted that there was an increase in the number of pregnant teenagers as well as those abusing drugs. In addition, they pointed out the need to address harsh punishments towards children in the informal settlements.
Session 2:	Peer pressure (Viwandani) – positive and negative peer pressure in the light of COVID-19 and concerns around drug and substance abuse including early sexual activities leading to early pregnancy.	
	Violence against children (Korogocho) - in the previous program, it was raised as an issue and therefore it was important to follow up to help parents understand better their parenting role. Also, the program highlighted the need to report cases of child abuse in the settlements.	
Session 3:	Effective parenting (Viwandani) - mainly focused on helping parents to appreciate parenthood and supporting their children.	Child abuse and positive discipline emerged as issues that need to be integrated into the discussions for purposes of addressing issues of harsh punishments and abuse.
	Teenage pregnancy (Korogocho) - Issue raised in the previous program. The topic received good feedback through SMS. Some of the issues raised included; -- need for sex education as a prevention measure of early pregnancy.	- some parents were too secretive and this was affecting their children, - another issue that came out was the need for parents to spend quality time with their children to understand and support them. - Some parents were engaging their children in labor for survival
Session 4	Parent-child communication (Viwandani) - program focused on educating parents on the need to communicate effectively with their children. The program also covered the importance of effective	Listeners called in and raised concerns about the increase in child labor and early teenage pregnancy in Viwandani.

	communication between parents and children and how to improve it.	
	Drugs and substance abuse (Korogocho) - program was aimed at creating awareness on the dangers of the vice and how parents can be at the forefront in terms of prevention.	It emerged that alcohol and drugs were lucrative businesses in the slum and it was mainly promoted by law enforcement. And because of this, it was difficult for the parents to address it and they used the platform as a way of seeking help.
Session 5	Gender-Based Violence (Viwandani). The presenters enlightened listeners on the importance of reporting GBV cases and especially domestic violence; this is because most women were suffering in silence and needed help.	
	Positive discipline (Korogocho) - aimed at educating parents on how to discipline their children without using physical punishment. They were encouraged to use positive discipline strategies that do not cause physical or psychological harm to their children.	
Session 6.	Friendship formation (Korogocho) - aimed at reaching out to both parents and children. Bringing together the fact that no one should live in isolation but rather peers need each other. And that parents need to help their children to identify positive relationships.	
	Child abuse and violence against children (Viwandani) - The aim was to help listeners identify the child abuse, where to report child abuse cases and what the children act was all about.	Cases of child abuse were on the rise in Viwandani and some of the perpetrators are community leaders, landlords and small business people. They use their positions to intimidate and threaten parents who try to raise their voices. Something that the implementing organizations could take up and raise their voice against this vice and seek justice for the victims.
Session 7.	Understanding your child (Korogocho) - aimed at helping parents to identify strengths, talents and challenges of their children to support them in their life journey.	
	Stress and mental health (Viwandani) – targeting adolescents and focusing on disruptions caused by the COVID-19 pandemic and sharing coping mechanisms -	Key challenges mentioned - drug and substance abuse, teenage pregnancy and positive discipline.
Session 8:	Effects of social media (Korogocho) - to help parents gain insights on positive and negative aspects of social media as well as explain why	Presenters went ahead to discuss and review the impact of online classes on adolescents.

	parents need to know what their children are engaged in.	
	Stress management and mental health (Viwandani) - targeting parents and focusing on disruptions caused by the COVID-19 pandemic and sharing coping mechanisms.	Key challenges - drug and substance abuse and gender-based violence
Session 9:	Teenage pregnancy (Viwandani) - centered around helping listeners to explore the root causes of teenage pregnancy, the role of parents, peers and the community and challenges brought about by COVID-19.	Some parents were said to encourage their children to engage in sex for money to meet their basic needs. From the SMS feedback, it was apparent that teenage pregnancy was blamed on poverty and peer pressure. Young people feel the need to fit in and be accepted within their peer groups.
	Financial literacy (Korogocho) - The program aimed at educating listeners on how to manage their finances during these challenging times as well as addressing mental health issues related to loss of income and job loss.	Men suffered in silence and lacked support mechanisms to help them cope with challenges brought about by the pandemic i.e. job loss, loss of income activities which lead to frustrations and depression.
Session 10:	The topic on teenage pregnancy was revisited in Viwandani. The program aimed to address the issue of teenage pregnancy with a focus on reaching out to the male gender as the main contributing factor.	Some of the listeners felt that such programs should also focus on the men/boy child because they have a huge role in contributing to teenage pregnancy. Those who are found to have impregnated minors/children should be prosecuted.
	Role of the parents in homeschooling their children, during COVID pandemic (Korogocho)	Some of the listeners felt that it was rather difficult to do homeschooling due to the housing conditions in the slums.
Session 11:	SRHR and Hygiene among adolescents (Korogocho) - SRHR and the prevention of early teenage pregnancy. The program also touched on hygiene, especially on adolescent girls.	Feedback from listeners revealed that cases of STI's among adolescents was a growing issue in the community and needs urgent attention.
	As a follow up on the issues of teenage pregnancy; presenters focused on building negotiation skills among adolescent girls. They discussed the need for young girls to be empowered to build their self-awareness, boost their self-esteem and build their confidence to be able to negotiate when it comes to challenging situations in their daily life (Viwandani)	
Session 12:	Parental involvement in the life of adolescents. The radio program was delivered in Viwandani, aimed at	The presenters learned that single parents with adolescent boys need help in terms of

	helping parents to understand biological changes in their adolescents.	raising them up. The program also highlighted the need to reach out to parents and help them in understanding positive strategies for parenting during Covid pandemic.
	In Korogocho the program focused on HIV/AIDS awareness.	The presenters noted that there was a need to create awareness of HIV/AIDS, this is because young people are afraid of getting pregnant and they forget that HIV/AIDS is still here with us.
Session 13:	In Viwandani, the program addressed issues of teenage pregnancy, the program touched on the rising cases of teenage pregnancy within the slum and how the community can be involved in addressing the challenge in order to keep the children in school.	Teenage pregnancy prevention strategies need to be discussed together with parents and the local community and those responsible should be prosecuted.
	In this session, the program focused on effective communication between parents and their children, to help children to be open to their parents in order to reflect on issues and find solutions together.	Contraception; some parents were eager to know if they could allow their adolescent girls to access family planning. (<i>How was this issue addressed?</i>)
Session 14:	In Korogocho, the radio program provided a platform for parents to share their hopes and dreams for their child. The program provided insights of parents' perspectives in the lives of their children. The session was interactive since listeners engaged the presenters through SMS.	Several issues were raised through SMS. Some parents were concerned since they don't know what to do with unwanted pregnancy during the pandemic. Another issue raised was the fact that a large number of young people are graduating yet there are no jobs to absorb them, which in a way is demotivating parents and the youth population, and lastly, some parents felt that teachers have a significant role to play for adolescents to realize their dreams.
Session 15:	In Viwandani, the radio program focused on preparations for the re-opening of schools and parental readiness. The program was aimed at addressing challenges that parents and adolescents would face during school re-opening.	Listeners were concerned about school re-opening and felt that schools were not adequately prepared to handle the adolescents when they go back to school.
	In Korogocho the program addressed violence against children with a focus on rape, causes, effects and how the issue can be addressed.	Feedback received from listeners indicated that violence against children was rife in the informal settlements and mostly propagated by close relatives or

		people known to the victims. These cases are not adequately addressed because of interference by the same relatives. Listeners were concerned that if the trend continues, it would rob innocent children of their lives.
Session 16:	The program was a buildup from the previous session, helping parents to prepare for school re-opening; the session was delivered in Viwandani.	From feedback, it was apparent that parents were not prepared for school re-opening, especially the financial burden in terms of preparing their children and buying essential commodities for preventing them from Covid – 19 i.e masks, sanitizers. Some parents also felt that some of the schools don't have running water and this could expose their children.
	In Korogocho presenters focused on Self Awareness and understanding self.	Through call-ins, some parents needed help on how to deal with defiant children “tough headed children” Other parents sought to understand how they can help their children to be self - aware and help them along the way.

It is important to note that, during the scheduled radio programs, emerging issues that were not necessarily related to the topic of the day were also captured and used to inform future shows.

The main language of delivery was Swahili to ensure that the targeted audience understood the key message. In some instances, “*Sheng*” (a local slang) was used to further explain concepts. Contextualized scenarios and examples relevant to topics being discussed were cited to deepen the understanding of listeners.

Content review meetings were held every week to prepare talking points for the upcoming radio programs. The meeting were attended by a mentor, counselor, Miss Koch Kenya/U-Tena representative, radio presenter and APHRC representative. The talking points were important to ensure the mentors and counselors were able to deliver the key message within the 1 hour allocated time. The existing A LOT-Change intervention resources were used as reference material when developing talking points. Lunch was also provided during the content review meetings.

Listeners were able to ask questions and provide their insights during the radio programs by calling in, sending SMS and contributing to the online platforms. Monitoring data indicated that SMS was the most used platform by listeners with a total of 239 SMS received as compared with 47 call-ins that were received. Going forward, the project will provide a toll-free line to encourage listeners to engage more during the radio programs and also follow-up on issues that they need help with after the radio programs are off air. The table below presents a summary of call-in and SMS.

Table 2: Summary of call-ins and SMS

Viwandani			Korogocho		
Session #	# Calls	# SMS	Session #	# Calls	# SMS
Session 1: Goal Setting	0	0	Session 1: Positive parenting and parenting styles	1	0
Session 2: Peer Pressure	0	0	Session 2: Violence against children	0	0
Session 3: Effective Parenting	0	0	Session 3: Teenage pregnancy	0	25
Session 4: Parent-Child Communication	4	0	Session 4: Drugs and substance abuse	4	10
Session 5: Gender-Based Violence	3	6	Session 5: Positive discipline	0	20
Session 6: Child Abuse	4	3	Session 6: Friendships among peers	1	3
Session 7 Stress management with a focus on the child	0	0	Session 7: Understanding your child	1	25
Session 8: Stress Management focusing on parents	0	1	Session 8: Effects of social media on school-going children	2	0
Session 9: Teenage Pregnancy	2	3	Session 9: Financial Literacy	4	30
Session 10: Teenage Pregnancy	3	2	Session 10: Homeschooling during Covid – 19	5	8
Session 11: Negotiation skills, self-awareness, self-esteem	2	5	Session 11: Sexual and Reproductive Health and Hygiene	5	25
Session 12: Parental involvement in the life of adolescents	0	6	Session 12: HIV/AIDS	0	5
Session 13: Teenage pregnancy	1	6	Session 13: Effective communication	1	2
Session 14:			Session 14: Parents hopes and dreams for their child	0	12
Session 15: Preparations for school re-opening	1	6	Session 15: Violence against children with a focus on rape/incest	0	19
Session 16: Preparations for school re-opening	1	2	Session 16: Self Awareness and understanding self.	2	15

Callers on the program noted that there is an urgent need to address social challenges facing teenage girls such as early teenage pregnancy, alcohol and substance abuse, violence on children and young people, lack of learning materials during the pandemic. They also noted that perpetrators of SGBV on children should be arrested and prosecuted, they spoke strongly against

violence on girls and women and stressed the need for local community leaders and law enforcers to take appropriate and stern action to deal with the perpetrators.

Activity 1.5 Monitoring, Evaluation and Learning activities

An external consultant was engaged to provide support in monitoring and learning aspects of the project. The primary purpose of MEL activities is to facilitate, monitor, review performance and provide guidance and recommendations on the implementation of the pilot project. The consultant also helped with developing MEL tools and inducting team members on how to use them. The monitoring tool was used to collect data on the topic of discussion; name mentor, counselor and presenter; the number of calls/SMS received; emerging issues; what worked well; challenges; and recommendations. This information was collected after every radio session and sent to the program coordinator on the same day to provide real-time feedback to improve the delivery of the radio programs.

The evaluation component targeting adolescents, parents/guardians, mentors and counselors, radio station presenters focused on assessing the number of beneficiaries who had tuned in, the relevance and effectiveness of ALOT-Change radio programs. The evaluation was conducted through telephone interviews targeting randomly selected parents/guardians of children supported through the project. Results of the evaluation will be covered in subsequent reports.

4. Challenges and mitigation measures

- i. **Preparedness of radio presenters prior to the airing of the program.** In the beginning, some of the presenters found it challenging to stay focused to the agreed topic of discussion. In some instances, the presenter who attended content development was not the one in the studio at the time of the program. To mitigate against this, the team insisted and agreed on how they wanted the discussion to flow during the content development and also reminded the presenter on the day of the show. Mentors and counselors were asked to be vigilant and bring back the topic of discussion in cases where the presenter lost focus.
- ii. **Radio program time.** With the normal intervention sessions taking about 2 hours, it was challenging for the team to review the content to fit the allocated 1 hour radio program time. In addition, some of the topics were too broad making it difficult to exhaust the talking points within one hour program, especially considering that the radio stations also run adverts and music in between the shows. In some cases, the radio programs began late. In such cases, the expertise of the mentors and counselors in the various topics came in handy because they were able to be flexible and summarize the key points. Additional sessions were also held for broad topics.
- iii. **Technical challenges.** In some instances, listeners could not reach the studio due to technical issues such as network problems with phone lines and downtime of online platforms. The technical issues were however promptly solved by the radio stations.

5. Lessons learned – Radio programs

- i. **Partnering with local radio stations** proved to be a success in that they already had a wide listenership and understood the strategies to ensure that listeners also tuned in to the A LOT-Change radio programs. For instance, they advised on using live shows and the time to air the programs to ensure that both parents and adolescents were available to tune in.
- ii. **Engaging the radio stations right from the design to the implementation stage** ensured that the most effective strategies were used to deliver the radio programs and that

the presenters were effectively prepared to facilitate the radio programs. For instance, we settled on live shows as compared to pre-recorded shows since the former are more interactive.

- iii. **Contextualizing the content** using examples and scenarios that the community identifies with was important to make the programs more appealing and relevant to the listeners. This was a key motivation for having the mentors and counselors as guest speakers in the radio program. In some cases, the speakers referred to scenarios and challenges brought about by the COVID-19 pandemic to drive the point home. However, it is important to note that making too many COVID-19 references may result in monotony.
- iv. **Regular mobilization** of listeners is necessary to ensure a wide and consistent listenership. In our case, listeners were reminded every week about upcoming radio programs through SMS and promos on the radio. Data from the monitoring uptake tool showed an increase in the calls and SMS by listeners by the 10th session indicating increased listenership due to the various activation and sensitization strategies rolled out.
- v. **Radio facilitation skills** for guest speakers are necessary when implementing radio programs to ensure the effective delivery of the key messages. In the A LOT-Change case, the mentors and counselors were inducted on basic facilitation skills by the radio stations to address issues of studio freight as well as learning to build on ongoing conversation.
- vi. **Ongoing evaluation can help ALOT change project** respond to changing community characteristics and needs especially in the wake of the pandemic. For instance; the rapid assessment/evaluation revealed low listenership among the target population. These findings helped the project team to review its mobilization strategy as well as adjust program timing to accommodate all the parents so that the programs can be effective. This means that the surveys and evaluations need to be budgeted for adequately.

Other lessons learned for researchers

- i. **Lead by example.** It is vital for researchers to get involved not only in the planning but also in the implementation of the 'new normal' activities. This will enable them to have a first-hand feel of the process, make necessary adjustments, motivate the rest of the team and set the pace on how things should be done. In our case, the project manager facilitated some of the initial radio program sessions in Korogocho and Viwandani.
- ii. **Project work plan, budget and TORs.** Always ensure that the proposed activities are thought through and budgeted for. If working with partners, also ensure that they are held accountable for the completion of activities by preparing a partnership agreement or terms of reference.
- iii. **Funders are flexible and open** to ideas to cope with the COVID-19 disruptions as long as they are well informed and the idea is innovative. For the A LOT-Change project, a concept of the new ideas was shared with the funder, followed by regular updates of the plans and progress of activities.
- iv. **Need for support.** With evidence showing that the pandemic results in negative psychological effects such as insomnia, loneliness, irritability, fear, anger, confusion, frustration, depression and in worst cases, suicide. The soft skills and parental counseling provided by the A LOT-Change programs were important for individual beneficiaries to cope.
- v. **Move with haste.** The COVID-19 pandemic has the potential to worsen many of the social and education outcomes that we were tracking and thus it was important for the team to move with haste and continue intervention activities within the new normal.

6. Recommendations

- i. Providing a toll-free line and SMS channel would make the radio programs more interactive by allowing listeners to call and share their views. The line would also ensure that discussions with listeners can continue beyond the radio program. This information is also vital in assessing the effectiveness of the program on the listeners.
- ii. Other ways of making the radio programs interactive such as having question and answer sessions for listeners could also be considered to make the session interactive and engaging.
- iii. Review the radio program break – up session for advertisement. In one of the radio programs at Koch FM, the station manager reviewed the break up session for adverts and music, which helped the presenters and mentors to exhaustively deliver the planned content.