

**THE EFFECTIVENESS OF LOCAL RADIO EDUCATIONAL PROGRAMMES –
CASE OF NAMIBIAN COLLEGE OF OPEN LEARNING (NAMCOL)**

**A research project report submitted in partial fulfilment of the requirement for the
degree of Bachelor of Arts in Media Studies (Honours) to the University of
Namibia, Faculty of Education and Human Sciences, Department of Social Sciences**

By

Laina Sheehama Shilongo

(STUDENT NO: 200959361)

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Supervisor: Ms M. Mosha

Abstract

The study examined the effectiveness of local radio educational programmes at Namibian College of Open Learning (NAMCOL). The objectives of the study were to evaluate the objectives of the NAMCOL radio educational programmes, exploring the distribution process and assessment activities involved in NAMCOL radio educational programmes, determine the impact of NAMCOL radio educational programmes on student learning experience; and analyse the challenges that NAMCOL faces in producing and broadcasting local radio educational programmes. A qualitative approach was applied on a population of 115 full-time staff members at the Yetu Yama NAMCOL Centre in Windhoek and key personnel from NAMCOL. An interview guide was used. Collected data was thematically analysed.

Results indicate that radio is an inexpensive means of communication, increases learning and is important in building a knowledgeable society. There are challenges of limited funds, professional personnel, inadequate education, and training on the use of the radio educational programmes faced in producing and broadcasting local radio educational programmes.

The study concluded that local radio educational programmes at NAMCOL are effective. The main recommendation is that information taught on the radio should be recorded and stored in a format that students can copy onto their own storage devices and NAMCOL's Education Radio Project Team must motivate for alternative funding in order for the project to continue.

Dedication

I dedicate this research study to my daughter Willana Ashante Shikoto. I am thankful for your understanding, and you are the reason behind my determination for completing this study.

Acknowledgement

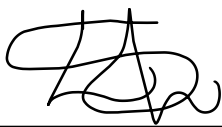
This research study has been undertaken in partial fulfilment of my BA (Hons) in Media Studies. I wish to acknowledge the NAMCOL management staff members who took part in my study for allowing me to conduct interviews with them. I want to thank Namibia Student Financial Aid Fund (NSFAF) for acquiring the grant for my studies and a loan for my living expenses. I am very thankful to Mr Manfred Isaacks for not just being my participant but went beyond his abilities to make sure that he has rendered his assistance wherever is needed. Special thanks go to the University of Namibia for granting me the opportunity to be part of a dedicated and determined institute of success. My cousin encouraged me to never give up and just go through with it and complete my research.

Declaration

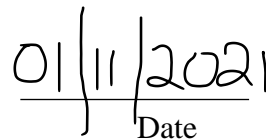
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List of abbreviations and acronyms

COL	Commonwealth of Learning
COLL	Centre for Open and Lifelong Learning
ERPT	Education Radio Project Team
ESL	English Language as a Second language
ETSIP	Education and Training Sector Improvement Programme
ICT	Information Communication Technology
IRI	Initiative Radio Instruction
MoEAC	Ministry of Education, Arts and Culture
NAMCOL	Namibian College of Open Learning
NBC	Namibian Broadcasting Corporation
NDP	Namibia Development Plan
NIED	National Institute for Educational Development
NOLNet	Namibian Open Learning Network Trust
NUST	Namibia University of Science & Technology
TVET	Technical, Vocational Education and Training
UNAM	University of Namibia

Chapter 1

Introduction

1.1 Introduction

This research focused on the effectiveness of the local radio educational programmes, a case of the Namibian College of Open Learning (NAMCOL). In this chapter, the researcher briefly discusses the orientation of the study, outlines the statement of the problem, and states the objectives of the study, the significance of the study and the limitation of the study.

1.2 Orientation of study

NAMCOL is part of the Education Radio Project Team (ERPT) implemented by the Namibian Open Learning Network Trust (NOLNet) with other institutional partners that include National Institute for Educational Development (NIED), Namibia University of Science & Technology (NUST) – Centre for Open and Lifelong Learning (COLL), and the University of Namibia (UNAM). In collaboration with the Ministry of Education, Arts and Culture (MoEAC), initially the radio educational programmes were implemented for the long-distance learners registered for high school dropouts for Grade 10 and Grade 12, thus they are provided with second learning opportunity to help improve their grades. These radio educational programmes were broadcasted only by the Namibian Broadcasting Corporation (NBC) National FM in different regions (NAMCOL, 2021).

NAMCOL has its office headquarters at the Yetu Yama Centre in Katutura, with four regional offices namely, Central, Northern, Northeast, and Southern region, with sub-regional centres covering over 100 towns across Namibia. NAMCOL uses radio as a valuable instrument in carrying out its work of education and ensures that the local radio educational

programmes broadcasted are reachable by every learner and student from all corners of Namibia. Sharma and Kumar (2002); Anzalone and Bosch (2005) stated that radio educational programmes cover major educational projects such as the course study of both lower and higher school's curriculum, illiterate adults, farmers, households, health workers, as well as language learning programmes for the benefit of community development and allowing the chance of interaction.

The quality of the production of programmes entails elements such as sound effects to create immediacy, music to set the signature tune and suggestion of scene and location, language to write for the ear and talent that can attract, build, and hold an audience (Sharma & Kumar, 2002). Educational radio programmes are made to counteract society's values and norms, (Moral, 2021; Olumorin, Aderoju & Anojah, 2018). eGyanKosh (n.d) concluded that these radio programmes also made to reflect on various attribute of a person.

The authors further elaborated more on educational programmes, that are aired to educate the students but also the public on various content related to health, environment, domestic violence, language, business history or geography. Broadcasting of local radio educational programmes, the audience is now presented with television broadcast programmes that cater for both visually and aurally, therefore; the use of educational radio programmes broadcasted on radio, the audience's sense of imagination is in question (Moral, 2021).

1.3 Statement of the problem

Local radio educational programmes have a greater impact on students who have concentrations difficulties in the class as well as those in rural areas and are unable to attend face-to-face classes. Those programmes are beneficial as they are supplementary to other learning tools Tripp & Roby (as cited in Sharma & Kumar, 2002). However, the above

discussed literatures are of international context, hence, the inauguration of NAMCOL local radio educational programme initiative in 2004, one would want to re-visit its inception on how NAMCOL local radio educational programmes enhancing student learning experience and as to how effective are those programmes, hence this study.

An evaluation study conducted by NAMCOL (Mayinoti, Van Rooi & Sharma, 2012) on the implementation of educational radio project has a limitation as it did not dwell much on the effectiveness of those radio educational programmes. According to Mayinoti et al. (2012), NAMCOL has produced at least 900 educational programmes, and one would want to know their efficiency in terms of students' learning experience, hence this study. It is argued that the use of local radio educational programmes allows students to acquire further understanding in their subject content (Chandar & Sharm, 2003).

1.4 Objectives of the study

The research will be guided by the following objectives:

- ❖ Evaluate the objectives of the NAMCOL radio educational programmes;
- ❖ Exploring the distribution process and assessment activities involved in NAMCOL radio educational programmes;
- ❖ The impact of NAMCOL radio educational programme on student learning experience; and;
- ❖ Analyse the challenges that NAMCOL faces in production and broadcasting local radio educational programmes.

1.5 Significance of the study

The research intended to add to the body of literature locally and will help NAMCOL to assess its' objectives and reflect on the benefits of the radio educational programmes on enhancing student learning experience. Hopefully, this study will aid NAMCOL to extend the distribution of radio educational programmes to maximise further awareness and to advance tools of listenership mechanism to attain larger audience. Through data and analysis presented in this study, the researcher may provide future researchers to explore other ways of assessing the effectiveness of local radio educational programmes from different academic institutions.

1.6 Limitation of the study

The study is limited to NAMCOL. The researcher interviewed only NAMCOL staff members from the Windhoek Head Office, though the institution has four other regional offices. Hence, data collected from NAMCOL cannot be generalised to represent educational programmes produced and broadcasted by other educational institutions. The research discusses how those education programmes are produced and broadcasted at NAMCOL. Consequently, the findings of this study cannot be generalised to other institutions' radio educational programmes.

1.7 Summary

In this chapter, the study summarizes NAMCOL background, identified the research objectives of the NAMCOL radio educational programmes and focused on the experience, distribution, assessment activities and challenges. The researcher discussed the statement of

the problem on local literature and outlined limitation of the study on the sample used and as well as how the data collected was being applied to the institution.

Chapter 2

Literature Review and Theoretical Framework

2.1 Introduction

Literature review is understood as a careful analysis of previous works done by researchers, authors, and writers in the relevant field of study. It includes martial arts published in books, journal articles, and any other sources important to the field of research (Hart, 2018). This chapter discusses the work previously done in the radio communication plan of the learning institution.

2.2 Aspects of radio educational programmes

Broadcasting is a form of mass communication commonly used worldwide, mainly in developing countries (Sriram, Jayawardhana & Jairus, 2020). All organizations including the public and non-public organization rely on radio communication as a very paramount source of information. Radio communication is used to provide information to educate the public. It is a form of entertainment and can easily reach larger bandwidths in both rural and urban areas. (Sriram, Jayawardhana & Jairus, 2020). Compared with information sources such as television, the Internet, and print media, it is believed that broadcasting provides a lot of information for more and more people in Namibia (Remmert, 2019).

The advantage of radio communication is that it is a very cheap source of information in less developed countries where citizens do not have access to newspapers and other sources of information. (Sriram et al., 2020). Researchers such as Madamombe (2015) emphasize that the production and broadcasting of radio communication content is cheap. The production cost of radio education programs is low, which is one-tenth of the cost of television production with limited exposure, and it is difficult to obtain (O'Shea & Richmond, 2017).

FM broadcasting has shown great significance in some countries where the illiteracy rate is rising and in regions where the local language is spoken most. It does not require any writing and reading skills, only listening, and their audience only needs to know what is being broadcast on the radio (Madamombe, 2005). Radio is the effectual in education as it acts as a form of digital transformation in enhancing quality education (O'Shea & Richmond, 2017).

Radio is the efficacious in education as it acts as a form, of digital transformation in enhancing quality education (O'Shea & Richmond, 2017). In some countries around the world, broadcasting is used to teach English. For example, in the Karntaka and Chhattisgarh regions of Madhya Pradesh, India, 15 million students in 200,000 schools have taught English as a second language via radio (O'Shea & Richmond, 2017).

For community development, public education plays a key role. According to Nazari and Hasbullah (2010), among a number of education medium, radio is the most effective mostly in agriculture information transfer to farmers. Therefore, at a tool for information delivery about agriculture production, radio has provided necessary information to the rural people and have increased on food production as their standard of living.

Radio is used as a tool for quick delivery of information in promoting agriculture production, particularly in rural areas (Nazari & Hasbullah, 2010). Educational programmes about new interventions in agriculture will be more fruitful if they are broadcasted through radio and the performers in these programmes are to be chosen among local experts speaking in their native language (Nazari & Hasbullah, 2010).

According to Kanwar, Kodhandaraman, and Umar, (2010), the Commonwealth of Learning (COL) reported on application and amalgamation of the radio as a medium that is commonly used by many people. In the poorest countries, many people can be easily contacted by radio at the same time, and the cost is cheaper. The above fact reasonably explain why radio communication is important in an educational environment. Besides, the fact is supported by Vyas, Sharma and Kumar (2012); Sarmah and Lama (2017) who reported that education is extensively used as a medium of education globally and mainly in developing countries and it has been used in several contextual instructional design. The context includes many fields, such as rural development, health communication, mathematics teaching, literacy training, public health, agricultural family planning civic education and management courses, and elementary education. In Africa, the literature indicates that radio is used for educational purposes, with Interactive Radio Instruction (IRI) being regarded as the most commonly used application in the current era. A study by Murphy, Anzelone, Bosch, and Moulton (2012) also shows that IRI mainly builds the entire curriculum for any grade level, rather than as a supplement to teaching when using radio education. The author further pointed out that in terms of providing primary education, IRI has been successfully used in African countries such as Zambia, South Africa, Lesotho and Guinea, but it varies from country to country and uses different models. They created interactions between teachers and learners in the classroom, as well as virtual interactions with broadcast teachers. (Murphy et al., 2012).

According to Corno and Randi (2017), by the 1970s, innovative methods were established for the use of radio in distance education, aimed at stimulating teaching dialogue and with the goal of increasing active learning. Nevertheless, broadcasting as a learning tool usually supplements printed materials in the teaching process. Nwaerodu and Thompson (2014) support the above ideas, but they believe that in addition to printed materials, broadcasting sometimes requires

support from local discussions and regional education research centers. Therefore, when broadcasting is a mix of media and technology, it may even be used for delivery purposes in a more direct way, and broadcasting can be effectively used in the learning process.

Dodds (2012) reported that the use of broadcasting in education solves the challenges of limited well-trained and skilled teachers and a fragmented population. Many learners can be taught by a teacher in different locations instead of face-to-face classes, which requires a ratio of learners to educators. Teachers can teach all learners scattered across the country at the same time. The fact mentioned is one of the advantages of using broadcasting in education.

Next is to examine the type of broadcasting, its impact, how it affects the memory of learners, and at the same time look at the advantages and disadvantages of broadcasting education. In addition, in view of the main difficulties in the production and transmission of programs, some important suggestions are finally made on the effective use of broadcasting in education.

2.2 Types of radio educational programme

There are two types of educational broadcasting. One is a general interest project that beams to the public (Kock, Kang & Allen, 2016). The programs mentioned include news, reviews, and those that provide entertainment content. These programs are more important than real educational content, such as forums, discussions, and quizzes. Another broadcast education program is an educational broadcast of higher education content for specific audiences (Kock, Kang & Allen, 2016). Examples of educational broadcasting are broadcasting aimed at school children, farmers, school teachers, engineers, and/or any specific group. However,

the above-mentioned programs are exclusively used for educational purposes, and there are entertainment effects that are best (Kock et al., 2016).

Local educational radio programmes like Sunshine Club broadcasted in the late afternoon on National Radio, an English programme aim to teach general knowledge and tackle issues such as human rights, to a demographic of children between the ages of 6–12-year-olds. This local educational radio programme aspires children to broaden their English skills and strengthen their voice and opinions and provide knowledge on societal functions (Namibian Broadcasting Corporation [NBC], 2020).

2.4 The impact of educational radio

Rashid and Elahi (2012) provides the merits of using radio as a medium for education. These are as follows.

- Radio can get through to an extensive audience, over as large distance as signal will allow.
- It is reasonably priced for material can be prepared and recorded and over period of times. Thus, repeats become economical and feasible.
- Radio gadgets are easily obtainable and relatively cheap.
- Creative and skilled tutors used for the production process can attain quality programmes that can reach a wide coverage within a country.
- Radio educational programmes are more convenient since audience can listen to radio while inside their comfort homes.
- With the introduction of fleeting radios, most sets are portable, making it easier for students to tune in wherever they found themselves.

- Radio educational programmes can be used as full-teaching courses most specially to students/learners in rural areas registered for distance courses and that can be used as a complement of the face-to-face teaching courses that are unable to attend.

As noted by Ali (2015), radio stations have several advantages that are crucial in planning and management.

- Radio can be impersonal, and students turn to lose interest fast if they listen to longer broadcasted content.
- Usually there is no interaction or feedback from students although making use of this supplementary tool through distance learning can help to overcome this shortcoming.
- Students listening to the radio educational programmes can only rely on their hearing sense and imagination when listening to radio, consequently, limiting a variety for some of the subjects taught, such as Mathematics, thus there is no visual.
- It is a challenge for students that resides in areas where reception can be interrupted, thus causing loss of continuity.
- Listening to radio education programme is a choice for students to listen in, therefore this causes difficulties of self-discipline amongst students.
- Radio is also omnipresent; hence, anyone can be listening in, therefore there is often initial apprehension towards tutors with little experience and not fully exposed with the method to fully understand the benefits of radio educational programmes and to commit themselves to the radio.

2.5 Effects of educational radio on the remembering ability of the students

There are several positive effects of radio broadcast on students' performances and their attainments (Rutz, Eckart, Wade, Maltbie, Rafter, & Elkins, 2003; Baker & O'Neil, 2014).

The research of Baker and O`Neil (2014) shows that radio broadcasting can provide students with knowledge in the shortest time. This is because the courses are more enjoyable and interesting.

In addition to the above, Christensen and Knezek (2013) reported that the use of technology in education can make students perform better in all subjects, and students are most likely to have a positive attitude towards learning. The author further pointed out that the use of radio broadcasting in education will generate new ideas and build students' self-confidence. Braun et al. (2012) found that educational media mainly motivates students and promotes their attitudes towards learning and themselves. In addition, it can also create and improve student attendance and reduce dropouts.

Educational broadcasting is important in broadcasting specific lessons and is used in the broadcast of general educational programs. Scupham (2017) determines that a general educational programme includes any programme that has education values. General education programmes include more and more programme types, documentary programmes, news programmes, quiz programmes, educational cartoons, and many other programmes that manage non-formal educational opportunities for all types of learners. Therefore, any broadcast programme that provides information and educational value can be included in the mentioned broadcast type (Scupham 2017).

Olumorin, Aderoju and Anojah (2018) wrote that access to educational radio programmes creates a more conducive and efficient learning process; for this reason; educational programmes are recorded for learners to gain knowledge and skills by listening and viewing the lessons and programmes severally to assist their memory.

2.6 The NAMCOL educational radio programmes experience

NAMCOL is a state-owned educational institution that was primarily established in 1994 (NAMCOL, 2021), to offer a second chance to any Namibian citizen that wishes to complete their secondary education. According to Mayinoti, Van Rooi, and Sharma (2012), “the main objective of radio educational programmes is to cultivate the ability of local people to write, record, and produce educational radio programmes”.

Radio is one of the platforms utilised, with the notion of ‘to leave no one behind’, and therefore, NAMCOL strategically paired up with the Namibian Broadcasting Corporation (NBC) National FM Radio that already has a footprint countrywide, as it was the first radio station to broadcast the educational programmes, and later involving the local community radio stations. The mission was to develop content to educate and engage students in different secondary programmes. The radio educational programmes are broadcasted by the National FM, or the community radio stations, hence, enhancing learners/students study experience (Mayinoti et al. 2012).

Willis, (2013) listed the resources to be considered in implementing a radio educational programme, this include but is not limited to ‘budget, technical, equipment and time’. Local radio educational programming strategies serve as the background in determining the content, style, format, and pace of the programme. Hence, the programme structure for programming strategies of an educational radio programme must be designed to be in favourable conditions for the targeted audience which are students.

The production of radio educational programmes at NAMCOL involves a lengthy process. Extensive research is conducted on selecting school textbooks that will be produced into

radio education programmes. Teachers are selected, those that have the subject knowledge to write the script before the Radio Script Editor develops the script into a radio-friendly content. The Programme Developer develops, edits the programmes, and verifies the content for quality assurance before sending it through to the studio. In the studio, the Production Studio Editor during the recording process; sounds, music, voice-overs are edited for technical quality assurance before the educational programme is then delivered to different radio stations for broadcasting (Mayinoti, 2017).

NAMCOL educative programmes effectively affect the Namibia's education system. According to radio users in Namibia, they mainly receive medium education in rural areas, and where learning materials are limited or not available at all (New Era, February 2015).

In the northern region of Namibia, NAMCAOL launched the first educational radio frequency in 2019. As reported in the Namibian (August 2019), the launch of the radio was a result of advancement in technology, which helped in supplementing NAMCOL's existing media. The media further pointed out that NAMCOL was authorized by the Ministry of Education, Arts and Culture for Educational Broadcasting Project Management in 2004 (The Namibian, August 2019).

This chapter is divided into segments namely, the aspect of radio, looking at the advantages and disadvantages of radio, different types of radio educational programmes, The influences of educational radio on the student's ability to memorise and lastly, the Namibian radio experience and how has the educational radio initiative been positioned.

NAMCOL has as well tools for measuring the mechanism of listenership in place. NAMCOL has a document titled the NAMCOL Radio SMS-Competition on the “Gender Toolkit for Educator” to measure the listenership activities, published by Willis (2013) Findings from the reviewed document, “58 listeners were sampled to participate in an SMS competition. A total number of 15 listeners selected the correct answers, and each of the winners received airtimes to the value of N\$300. SMS competition entitled five dramatized programmes based on each of the Chapters and the purpose was to increase the reach of the Toolkit through NAMCOL Radio. Out of 15 winners, four could not be reached via their cell phone numbers. NAMCOL has adopted the demographic information, based on the tabulation illustrated:

Table 1: The demographic information for the winners of the SMS competition

Demographic Info	Features	Results	Percentage
Age	16 – 19	4	36%
	20 – 35	6	55%
	46 – 59	1	9%
Gender	Male	7	64%
	Female	4	36%
Employment Status	Employed	5	33%
	Unemployed	6	67%
Educational Level	Grade 8 – 12	8	72%
	Post – Matric	2	19%
	College	1	9%
Regions	Otjozondjupa	2	19%
	Oshana	2	18%
	Hardap	2	18%
	Karas	1	9%
	Khomas	1	9%
	Kavango East	1	9%
	Erongo	1	9%
	Omusati	1	9%

Note. Adapted from *The NAMCOL SMS Competition on “Gender Toolkit for Educators”*, by E.M. Brown, 2010.

As shown in Table 1, the summary finding of the demographics are as follow:

The ages of the winners ranged from 16 – 59 years. Therefore, the average age of the winner is 27 years. Out of 11 winners who could be reached telephonically, four (36%) are female and seven (64%) are male. Four (36%) of the winners in this competition are high school learners (Grade 8 – 12), one (9%) of the winners is a 3rd year college student, and the remaining six (55%) are young adults who are not studying (aged 20 and 35 years, respectively) while. All of the five (33%) winners are employed, while the remaining six (67%) are unemployed. Most of the winners reside in the northern regions of Namibia – i.e., 6 (55%) out of 11. Two (18%) of the 11 winners are from Hardap region, one (9%) is from Khomas region and another one (9%) is from Erongo region. One (9%) of the winner is from Karas region in the South.

2.6.1 The educational radio initiative

According to Mayinoti et al. (2012), education and training sectors have a role to play in responding to the national calls of transforming to the attainment of 2030 vision and NDP2's development goals. The Education and Training Sector Improvement Program (ETSIP is responsible for any weaknesses in the education sector in Namibia. The role of ETSIP is to comprehensively address the main challenges in the education system, and an effective education system in Namibia must overcome these weaknesses. These weaknesses include dropouts, increased student failure rates, student repetition and overall decline (Mayinoti et al, 2012). ETSIP's strategic plan explains the policy priorities, systems to be improved, tactical objectives to be achieved and the measurement for the evaluation sector achievements. The educational broadcasting initiative carried out is the early stage of the above process and is indeed part of sub-program 6, mainly to improve the strategic goals of obtaining high-quality educational information and lifelong learning programs (Ministry of Education, Arts & Culture, 2007).

A study done by Keulder (2016) was important in the determination of state of political knowledge among students in Namibia. The study showed that students in Namibia have shown that there are many opportunities for broadcasting to enter the education and training sector in Namibia. The results further show that radio is one of the media types that many Namibians can also use, and two-thirds of the respondents listen to or own a radio. Students spend five to seven hours a day listening to the radio (Keulder, 2016). Therefore, it is worth noting that students in Namibia regard broadcasting as a source of information and education. People access the broadcast in a direct way. Keulder (2016) found that Namibia's access to radio via telephone, television and FM frequency is not only used for educational purposes, but also for news and entertainment. Nonetheless, there are practical opportunities to attract listeners in innovative, interesting and lively broadcast education programmes. NAMCOL radio educational programmes are produced with the drama approach, to excite the desire of the students to need to become interested and want to listen to the radio.

2.7 Theoretical framework

This research is based on the satisfaction method, which involves shifting the focus from the purpose of the communicator to the purpose of the receiver (Katz, 2010). The approach regulates the mass communication functions in serving the mass media audience. The Use and Gratification Theory put forward the reasons and how media users actively seek out specific media to meet expected needs (Severin & Tankard, 2012). In addition, other media influence the theory of mass communication, that is, the question of what the media do to people. According to Katz (2010), Use and Gratification Theory put emphasis on what

exactly people do with media. The theory uses a positivistic approach therefore this study is based on the knowledge that was obtained based on the views of the participants while focusing on communication at the mass media level.

The Use and Gratification Theory keeps on putting a query as to why do people use specific media and what do they use them for? This means that media users can actively participate in choosing media that is beneficial to them in meeting their expected needs and gives them knowledge support inform of education, news, entertainment and many others (Severin & Tankard, 2012).

2.8 Summary

This chapter discussed issues pertaining to mass communication and importantly related to the effectiveness of local radio educational programmes. The chapter provided a discussion while following the section of aspects of radio educational programmes, types of radio educational programme, the impact of educational radio, effects of educational radio on the remembering ability of the students, the NAMCOL educational radio programmes experience, the educational radio initiative and finally theoretical framework. Next that follows is the methodology used in this study.

Chapter 3

Research Methodology

3.1 Introduction

Research methodology is the path through which researchers need to conduct their research. It shows the path through which these researchers formulate their problem and objective and present their results from the data was obtained during the study period. This research design and methodology chapter also show how the research outcome at the end was obtained in line with meeting the objective of the study (Kothari, 2014).

3.2 Research design

Research design is defined by different social scientists in different terms; and according to Akhtar (2016), a research design is a set of essential parts of the proposed research work that holds the entire study together. This study employed the qualitative interpretive approach. This study used the qualitative approach, stated by Creswell (2006); Johnson and Christensen (2004), explained qualitative research as a type of research that relies on the views of the informants and collects narrative data from participants and analyses these words for themes. Qualitative interpretive is described as an approach that allows the researchers to seek subjective perception and experience of an individual about the phenomena under the study (Van der Mescht, 2002). This approach enabled the researcher to interact with the participants in their environment and learn from them about the subject that was studied.

3.3 Population

Key informants were selected from key personnel from the college staff. Polit and Hungler (2015) stated that the population is the total of all the individuals who have certain

characteristics and are of interest to a researcher. NAMCOL has more than 1 500 part-time staff members countrywide. In this study, the research population is 115 full-time staff members at the Yetu Yama NAMCOL Centre in Windhoek.

3.4 Sampling

According to Polit and Hungler (2015), sampling is a process of selecting a small group of observations or values or subjects for a study in which every individual represents the whole population. This representative portion of a population is called a sample. A selection of participants was selected using the purposive sampling, and the findings were ensured to be credible and of accuracy. Hence the population number of the NAMCOL staff members is large for individual participation, the researcher implied the non-probability sampling method and selected five participants to partake in this study.

Therefore, the five key participants were as follows:

1. Deputy Director of Curriculum & Material Development, Mr Nischke Jan
2. Educational Broadcasting Coordinator for Radio/Video/Campus, Mr Manfred Isaacks
3. Production Studio Technician, Mr Claude Tshibusu
4. Programme Developer, Participant X
5. Teacher, Mrs Kristofina Kambode

3.5 Research instruments

Semi-structured interview guide was used to conduct interviews on the sample population and results were recorded for later analysis. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format (Galleta, 2013). Lindlof and Taylor (2017), also

referred to the semi-structured interviewing as “conversation with a purpose” since it enabled the interviewer to encourage “another person to articulate interests or experiences freely.” The author added that, the objectives of this type of interview included the ability of the researcher “to verify, validate, or comment on data obtained from other sources” and “to elicit the distinctive languages-vocabularies, idioms, jargons, forms of speech-used by social actors in their natural settings.” This instrument was useful in the present study because of the sample size. Besides, the semi-structured interview guide enabled the researcher to obtain detailed information from respondents on issues the researcher had not anticipated (Fraenkel & Wallen, 2010).

3.6 Validity and reliability

According to Kothari (2014), validity is the accuracy and meaningfulness of inferences that are based on the research results. This implies that validity is the degree to which results obtained from the analysis of the data represent the phenomenon under study. To enhance validity, the questionnaires were pre-tested before the actual research. This helped to evaluate, ascertain, and clarify that the test instruments were valid to capture all the data as expected. UNAM Guidelines and Regulations for Research (2015), state that it is imperative to explain why a study is conducted and how participants’ partaking is meaningful to the study. The researcher relies on the participants to add and enhance credibility, confirmability, and dependability to the study.

Mugenda and Mugenda (2014) define reliability of research instrument as its level of internal consistency over time. A reliable instrument, such as an interview, therefore, is the one that constantly produces the expected results when used more than once to collect data from the semi-structured interview questions drawn from the same population.

3.7 Research procedure

The researcher contacted NAMCOL and requested permission to conduct this research. Several participants were contacted, to provide their consent for the interview to be conducted. Some participants requested a permission letter from UNAM. The semi-structured interview guide and the consent form for participation in a research interview were emailed to the participants. The researcher visited the NAMCOL Head Office to meet two of the participants' premises to schedule the appointments for the interviews.

The interviews were conducted with the NAMCOL staff at different intervals, the researcher had to first schedule an appointment with each staff member at the best times of their convenience, the questions were semi-structured and gave the interviewee room to be elaborative in their responses. Each interview roughly took about 45 to 50 minutes. The interview schedule was the most appropriate for the individual in-depth interviews since it was deliberately formulated to combine both open-ended and close-ended questions (Priest, Roberts & Woods, 2012).

The consent form as well the semi-structured interview questions for all participants are attached at the end of the research report in Appendix 1 and 2.

3.8 Data analysis

Fraenkel and Wallen (2010) posit that “the most common way to interpret data is through the use of frequencies (i.e., the number of specific incidents found in the data) and the percentage and/or proportion of particular occurrences”. In this study, the researcher used the Otter, software to transcribe, organize and manage the interview transcripts. Reviewing the data

whether in the form of transcripts, audio recordings, or extensive notes, adding descriptive codes to the data, and compressing and categorizing codes to seek for patterns are all part of the general procedure for analyzing and interpreting most interviews.

In this study, the researcher used the participant's words for data. The researcher presented the conclusion in the report, quotes that were incorporated into a more traditional written structure. Depending on the research questions and methodology, these patterns can appear in a single interview or across numerous interviews (DeJonckheere & Vaughn, 2019). This method was useful because of its relevance in clarifying data and its ability to render the data collected into forms which facilitated the comparison of disparate kinds of information.

3.9 Research ethics

The researcher was present and observed the ethical standards of conducting research as well as followed the University of Namibia research guides and policy. As stated in the UNAM Research Policy Guide (2015), this research was carried out in compliance with all statutory, ethical, contractual, and other obligations necessary. A letter of introduction was written from the Department of Information and Communication Studies, to comply with the ethical requirements of the University of Namibia. The main components of ethical issues are protection from harm, informed consent, right to privacy and honesty with professional colleagues. The researcher made sure that research interviewees were not exposed to unnecessary physical or psychological harm. The researcher made sure that the interviewees are informed that their participation is voluntary, and they have the right to withdraw from the study at any time.

The participants signed the consent form for participation in the research interview, and that they will be an audio-voice recording. They were also informed about the nature of the study to be conducted and the researcher had to keep the nature of interviewees' performance strictly confidential. Lastly, the researcher also truthfully reported the findings and avoid any misrepresentations.

3.10 Summary

This chapter presented the research approach, the research design and the research methodology used for the study. The research approach adopted is qualitative and the research design used has been explained to be the qualitative interpretive approach. The methodology concepts described in this chapter include the population of the study, purposive sampling, and semi-structured interview research instruments for data collection. The process of data analysis followed is the qualitative thematic data analysis. Finally, the chapter ended by elaborating on the research ethics followed in the study.

Chapter 4

Data Presentation

4.1 Introduction

In this chapter, the researcher presents the data of the study. This chapter explores the demographics data of the participants, and the findings are based on the NAMCOL radio educational programmes' objectives, the distribution, the impact, and the challenges.

4.2 Demographic data presentation

Demographic data provides the characteristic information of the participants based on the factors including age, gender, and qualifications.

Table 2

The demographic characteristic of the sample

Demographic Variables	Characteristics	Results	Percentage
Age	18 – 30 years	1	20%
	31 – 60 years	4	80%
Gender	Male	3	60%
	Female	2	40%
Qualification/position	Director	1	20%
	Coordinator	1	20%
	Programme Developer	1	20%
	Studio Editor	1	20%
	Teacher	1	20%

As captured in Table 2, the age group between 31 – 60 years were represented by 80% of the respondents with the other age ground taking the rest of the percentage. In terms of gender, the male respondents represented 60% of the sample population. In terms of qualification ranking, all the qualifications rank which are the Director, Radio Coordinator, Programme Developer, Production Studio Editor and Teacher are represented equally by 20% of the tabulation.

The demographic characteristic of the participants was as follow: between the age group of 31 – 45 years. In terms of gender, the sample population was represented by three males and two females and in terms of qualification ranking, the five participants included the director, radio coordinator, the programme developer, the studio technician, and a teacher. All participants have been full-time employed by NAMCOL between five and 15 years. Each participant holds a differently position, hence this diversity of information received is relevant to the study. The director represented in the sample population, was unavailable and could not participate in this study.

4.3 Defining the objectives of NAMCOL radio education programmes

Participants were asked what the objectives of the local radio educational programmes are. Participants seem to respond similar in-line with their position and the contribution to the programmes.

Mr Isaack explained the objectives as, *“developing printed textbooks content from school syllabuses that are instructional designed and transcribed into radio script for students to learn via audio.”*

“The objectives refer to selecting some subjects some subjects in which we will produce radio educational programmes,” explained Participant X.

Mr Isaacks also added that, *“we follow the syllabuses produced by the Ministry of Education, Arts and Culture, the developing capacity to produce educational radio programmes is not only about secondary education but also about different programmes from the government ministries, to educate the public and engage the students.”*

Mrs Kambonde outlined the objectives as, *“broadcasting of radio educational programmes as audio programmes of each subject, produced by NAMCOL as a provision to assist students that cannot attend face-to-face classes.”*

“My job is to record, edit and send out these programmes to be broadcasted, and that those are exactly the objectives of our radio educational programmes. It is against that background that the programme structure for programming strategies of an educational radio programme must be designed to be in favourable conditions for the targeted audience which are students,” clarified Mr Tshibasü.

In terms of the objectives of NAMCOL radio educational programmes, participants were asked if those objectives were met.

Mr Isaacks and Participant X agreed that the primary objectives have been relatively met.

“NAMCOL offers programs that are customised to meet interactive radio education to a different segment of the Namibian population targeted. I believe, the institution has reached its objectives, by training teachers from secondary schools in Windhoek on how to write for radio, teachers that have already the subject knowledge,” said Mr Isaacks.

However, Mr Tshibasü replied that, *“More needs to be done, NAMCOL needs to bring awareness, like coming up with campaigns, meaning we need to go to schools to engage students/learners, you know, to listen and explain to them the benefits of listening. Maybe students should come in with testimonies if they have benefited from listening to the programmes.”*

Mrs Kambonde shared similar sentiments with Mr Tshibasus, adding that, *“Content of the programmes NAMCOL is producing needs to be adjusted and modified to specific needs of the students.”*

4.4 The distribution of NAMCOL radio educational programmes

The participants were asked how NAMCOL radio educational programmes gets distributed to the intended audience.

Mr Isaacks explained that *“the radio educational programmes get distributed to the intended audience via selected community radio stations and specified time scheduled for each programme. Production is done at the NAMCOL head office, where the studio. Relationships that NAMCOL has built with several radio stations in different regions, the produced educational programmes are sent directly from Windhoek to be broadcasted in those regions. Strategically, as per the NAMCOL broadcast schedule, we are trying to cover all corners of Namibia in terms of community radio stations, but not all radio stations are keen to come onboard and broadcast these educational programmes.”*

In addition, Mr Isaacks further provided an example saying, *“Like in Walvis Bay, radio stations are more commercial, their focus is more on profit-making. Even though, arguably, let say, that 15-minute timeslot required to broadcast a programme is equivalent to like 3 lousy songs played. Consequently, students in Mondesa township could have benefited from that educational programme, but this station opts to simply say no, thus NAMCOL has no money to pay the broadcast timeslot.”*

Participant X noted that, *“the distribution of the programme occurs through a structured and pre-set platform that is then rolled out. All the radio educational programmes are also accessible on the NAMCOL website and e-learning resources.”*

“For those students and learners that do not have access to the internet, totally offline or even do not have something as close as a radio to listen to, I really wish we could do more. But NAMCOL does offer the study pack, which includes textbooks as well as both radio and video educational lessons, that can be uploaded on their USB’s, as part of the distribution,” Participant X further explained.

Mr Isaacks indicated that, *“distribution is done via different radio stations like NBC National Radio (92.6FM), UNAM Radio (97.40FM), !Kharas FM (102.3FM) in Keetmanshoop, NAMCOL Campus Radio (102.7) in Ongwediva, Oshakati and the surroundings and occurs on scheduled time plan. Currently with the NAMCOL campus radio, we do broadcast all our programmes there, but unfortunately it only streams online. So we launched our own FM frequency in Ongwediva.”*

However, Mrs Kamonde said, *“I am only aware of the NBC National FM and the newly radio frequency in Ongwediva, that is helping the learners that are from the village.”* Mr Isaacks further added that, *“At the NAMCOL centres, listening points were created, where huge speakers are placed, enabling students to listen to the broadcasted programmes, while they are taking a break at places as such.”*

Participants were asked what tools NAMCOL applied as a measuring mechanism of listenership. All participants responded that NAMCOL used the SMS Competition as a measuring tool for listenership.

Participants shared what they thought about the SMS Competition.

“Through this SMS competition, it runs on different radio stations, and this enables you to see the listenership because the radio stations will be able to give NAMCOL the figures. When this was done, the feedback was positive and had good numbers. A lot of people took part in this SMS competition, not only were participants from Windhoek, but from different regions. The process was giving a bit of airtime as part of your winning prize, which was randomly selected, with the strategical idea that people would eventually utilize their winnings to come back in the competition. Unfortunately, it is a costly exercise, as a lot of money was spent on supplying the airtime and for that, this does not allow the institution to do so on a continuous basis, but rather after every five or ten years. Since this competition was done in 2010, we might hopefully do it again next year 2022 to measure listenership,” said Mr Isaacks.

“I remember coming home, asking my kids if they listened and taken part in the SMS competition, and they responded that they did listen to the programmes but did not take part. The main reason was airtime. Even though this does not contribute to the competition, I was just happy they tuned it and listened because these programmes are not limited to NAMCOL learners. NAMCOL has used this SMS competition, which was a positive incentive, but because due to lack of funds and the desire, it was only done once since the implementation of radio educational programmes. I think they should re-introduce it because it will be a stimulant for learners,” said Mr Tshibasu.

“The SMS competition used as a measuring mechanism of listenership is not a very good yardstick to be use. This is because it implies that if a student/learner is not participating in the competition, they are not listening to the programmes. This can be a cause of various

factors involved, such as time, no airtime or having no mobile phone,” explained Participant X.

“I could not really say I have any knowledge about the SMS Competition, but I heard about it and I truly believe that it was a good initiative,” expressed Mrs Kambonde.

4.5 Benefits of NAMCOL radio educational programmes

Participants were asked about the benefits of NAMCOL radio educational programmes.

“It depends on the receiver. For example, students that are visually impaired really appreciate the production. In as much as we have Braille, they greatly appreciate the content that they can listen to. This is one aspect the students/learners really appreciate the local radio educational programmes. Other students/learners said they do enjoy listening to the programmes, after all, they are helpful during the time of revision because the chapter or the programme is shortened into 15 minutes. For students/learners experiencing difficulties in Accounting or Biology, then they could quickly be listening to one of the radio lessons broadcasted,” explained Mr Isaacks.

He further added that, *“The bigger benefit is it gives choices. So, students have, instead of just the textbook because it's secondary level, unlike at the university level where one has choices of such as Webinars, Zoom and/or different resources, they also then have audio. At the secondary level it is just a textbook, so the radio programmes came on as an additional resource, and I think that's how it was appreciated.”*

“Another way of assisting students to benefit from the radio educational programmes produced was to print CDs in bulk for sale in our workshops. These CDs were sold at a very reasonable price of N\$ 5.00. Registered NAMCOL students had a low level of interest in these CDs, consequently, teachers and principals from different schools were the customers

coming in to purchase these CDs. Observing the school's interest in the CDs purchase, NAMCOL management then decided on an open-source, to rather distribute these CDs for free, because the radio educational programmes on these CDs are anyway broadcasted on radio for free," said Mr Isaacks in reference to the benefits of the radio educational programmes.

"With the COVID-19, now the programmes are so in demand and the radio stations are asking for it. These radio programmes are not only greatly in demand by the learners/students but also by the parents and teachers. And with NAMCOL also do greatly benefit financially from this supply and demand current state. NAMCOL has put its resources into producing more radio programmes than before, as we now have a download point available for anyone interested in listening to these programmes can then download them on their memory sticks. Loading audio content on the memory sticks, one does not need to have access to internet radio, or to make time to tune into any radio station to listen in, thus they can listen anytime, rewind, pause wherever they don't understand," Mr Isaack further explained.

Participant X expressed similar views saying, *"The benefits of the radio educational programmes are that you can now record them. We also download them on DVD or available on notes master and sell them to our learners in our bookshops, accessible to both learners and teachers."*

"With the Covid current situation, Learners are not getting all the classes, since there is always interruption with schools closing and students do not get enough teaching, the radio educational programmes would serve its purpose. Radio educational programmes are

broadcasted by the National or community radio stations, hence learners can listen to these programmes while at home,” stated Participant X.

Mrs Kambonde stressed that, *“the programmes should ensure students are captivated and engaged because if they are long and dull, they will not repeat to listen in anymore”.*

Mr Tshibusu added that, *“fun approach used such as trivia, repetitive and engaging presentation is like a hook for the programmes. Programmes are simplified using simple language, slow diction, and captivating presenters.”*

“Educational programmes should have simplified language used, entertaining learning, and creative presentation. Especially now with the COVID-19, the programmes are so much in demand,” said Mrs Kambonde.

Participant X expanded on entertaining learning saying, *“radio educational programmes we are producing, we decided to use the dramatization approach. We did not want a monologue where is just one person talking. We tried to avoid monotonous, tedious and dullness. We looked at the market and saw a lot of our students like watching series; therefore, we decided on a dramatization approach for radio lessons, and they really worked. For a specific educational programme, we are working on, we are required to have a voice-over and extra voices are used for students majoring in that specific programme, so that accurate pronunciation of terminologies and understanding of the content is achieved. Also, reason, to reduce the recording time to a minimum of 15 minutes and to lessen editing work.”*

“With our radio educational programmes, we try to make them interesting. Because it’s like in a conversational style, you know. Where else is maybe there is some role-playing. When I develop my programmes, I make them related to everyday life, so that a learner can see, will

find the subject easy, one can relate these topics to everyday things. But with Mathematics, radio can be a little bit challenging, I would say, because it's a lot of numbers and figures. So if the learner is not listening very carefully, nor having a pen and paper and write up the calculations on paper, then it might be challenging to follow the programme," said Participant X.

"The society always had a perception that 'NAMCOL is associated with failures' because it only provided education to learners that failed their Grade 10 and 12. NAMCOL had worked very hard to overcome this perception and I believe that NAMCOL gives people a second chance in life. This is what motivates me to come up with new techniques, better sounds to produce quality radio educational programmes, and for the students to appreciate these programmes," expressed Mr Tshibasú.

Participants were asked if NAMCOL radio educational programmes allow feedback or interaction from the audience or from the regional centres.

Participant X stated that, *"the only participation or interaction was the SMS Competition. After this competition, we never sent questionnaires to schools to find out did they listen to the programmes, did they get the broadcasting schedules, or if they are aware of the programmes."*

Mr Isaack also explained that *"Feedback is one of our biggest challenges that really needs to be addressed. Honestly, it is something that we could improve on. In the past, would say, you can write your comments at the end of the programme to this email address, but it was never followed up. The option we have, for now, is a student can contact us by sending an SMS or leave a comment via the social platform (Twitter/Facebook/Instagram) as well as on the website. One of the aspects NAMCOL has shortcomings is, providing a reliable feedback*

platform from the audience, that are only able to listen from radio stations, because currently, it is one way.”

“It is also a challenge for students in the rural area with the broadcast timing because if they miss the broadcast slot, they are left behind the programmes aired are allowed for a re-played twice a day, in case if a student missed the first opportunity to listen. On NBC National Radio, a series of five subjects in a day, for a 15-minute timeslot are broadcasted and during the weekend (either Saturday or Sunday) repeats all the five programmes at once still giving a third chance to those students who might have missed the slot or having difficulties following the lesson the first or second time. To accommodate students, both the institution and the radio stations have agreed on a timeslot, which is between 14h00 to 17h00 for broadcasting the educational programmes. Once the programmes are sent to the radio stations and the broadcast timeslot was agreed upon, there are no longer feedback or any sort of follow up made. With the CDs distributed to the libraries, no follow up is made as well as to how many were booked out and so forth,” said Mr Isaacks.

“No Feedback. For as long as I have been with NAMCOL, I have never had any feedback. No teacher is calling to say any comments on the radio educational programmes, no parents or learners themselves or our regional offices, except only the SMS competition that was done,” expressed by Participant X.

“We spend a lot of time on these programmes, and NAMCOL spends a lot of money on part-time script writers, as well as paying some stations to broadcast these programmes, so we really need to do research and see if these radio educational programmes are worth the resources poured in,” added Participant X.

“There are no interactions from broadcasting radio educational programmes because NAMCOL cannot employ full-time teachers of every subject, that could come, into every radio station to interact with listeners. Because we are also a very small staff circle, it is very difficult to uphold all these responsibilities. But as we grow, we do need to revisit our way of handling and managing feedback. Considering what type of other instruments could be used other than just SMS, comment box on the website. Mechanisms that do not limit to NAMCOL students but also be accessible to an ordinary person. This should actually be a new feedback project on its own,” said Mr Tshibasuu.

“Sometimes feedback is received, but it is individual feedback. A lot of feedback is received from my fellow teachers, as some would like to expand their classroom lessons as well as parents and learners via word of mouth, but there is no system put in place for such records. In terms of the broadcasting that already exist, the 15-minute is only for airplay assigned, making it difficult for us teachers to attend to queries, leaving no room for interaction,” explained Mrs Kambonde.

Participants were asked how different the radio educational programmes from other e-learning platforms are.

Participant X outlined that, *“Radio can be a bit challenging when you choose it as one of your learning platforms because when you are listening, you can only use your sense of listening. So if you are not a very good listeners, and there is no visual to help you, you will have to use your imagination. That is why we dramatize the programmes by using different sounds and noises, to help learners use their imagination and made these programmes available on DVD to help with subjects like Mathematics to allow you to follow with the flow of calculations by re-playing.”*

“I believe that, with radio, the first five seconds of a listener turning on a radio, are the most crucial five seconds, and therefore, as the production studio editor, it is his responsibility to make sure that the radio educational programmes are not too generic and too artificial,” stated Tshibas. *“Radio education programmes are programmes produced in a studio with no backgrounds, should be creatively convincing to stimulate students to listen, through expressions, through voices during the production,”* added Mr Tshibas.

4.5 Challenges NAMCOL face in producing local radio educational programmes

The participants were asked about what the challenges NAMCOL is currently facing in producing and broadcasting the radio educational programmes. All four participants pointed out funding as the first challenge.

“Funding has always been an issue in every project. In terms of funding, ‘one can do some much when you have a bit more money. The yearly budget that NAMCOL gets, as a state-funded institution, the radio department only received a portion that is assigned by the NAMCOL Director, Dr Harold Murangi. He assigns the funds depending on the production and delivery and unfortunately not on the feedback,” stressed Mr Isaacks.

“I would say funding. For the studio, there is a need to keep up to date with technology, but because of funding, currently editing software’s and some hardware’s are outdated, consequently slowing the editing process,” said Mr Tshibas.

Participant X also stressed that *“the whole production process for the radio educational programmes requires a lot of work since the process is lengthy and involving. Due to current financial challenges, majority of the staff NAMCOL uses are part-time workers and freelancers.”*

Participants also listed training as one of the challenges.

Participant X expressed that, *“No training offered to any personnel, which could be teachers, students involved in producing the radio educational programmes. There is really a lack of scriptwriters. The new writer assigned for scriptwriting lack experience and is challenging to deliver. Consequently, additional workload is added on us, and having to rewrite of script consumes time. Thus, teachers with the knowledge of the subject content struggle with using their imagination and creativeness. This may result in the programme being dull and uninterested to student. The new dramatization approach that we are using, requires at least trained actors and voice-overs.”*

“As a Production Studio Editor, NAMCOL lack professional personnel’s, thus, affecting the quality input of the programmes and the entire production. NAMCOL utilizes many freelancers that lack commitment. Time pressure to deliver within the given due dates. All resulting from unpolished scripts, outdated operating systems, and software’s. Sometimes I improvise. I go online and search for programmes or for some free software, that are unavailable in NAMCOL studio, to assist in complete the production. A perfect example would be, one day I once recorded a programme with the voice-over, and everything was perfect. After the crew left, I realised there was an electrical interference when turning on the microphones. NAMCOL does not have software that one can use to remove such interference and I couldn’t call the crew back. The only option left was, I had to go online and start searching for free software, but this took me a couple of days. In these cases, sometimes, time is never on my side, but I need to deliver quality radio educational programmes,” said Mr Tshibas.

The participants also itemized content development as the final challenge.

“Partner institutions that develop content such as the content for the national issues, are very reluctant, as they view it as it is not in their job description. Part-time teachers that NAMCOL uses lacks commitment, hence, NAMCOL does not have control over their schedules. And it is also not for free,” expressed Isaacks.

“There is still limited content creation, talent and skills. There is a need to increase funding and partner up with other frequencies or radio stations to reach all corners of the country. Moreover, we need capacity building to attract more content developers,” suggested, Participant X.

4.6 Summary

This chapter grants an overview of the findings from data that was collected through interviews, presents the analysed data and covers the research objectives of the study. The findings from the participants were obtained through one-on-one interviews. According to the findings, the participants outlined the distribution and the impact of NAMCOL radio educational programmes, and the data gleaned from this study

Chapter 5

Discussion of Findings, Summary, Conclusions and Recommendations

5.1 Introduction

The chapter presents a discussion of the results, summary of the study, makes the conclusions, provides recommendations that can further be pursued by the institution.

5.2 Discussion of findings

The discussions of results in this section is based on the objectives of the study.

5.2.1 Evaluating the objectives of the NAMCOL radio educational programmes

The findings from the study suggest that the main objectives of the radio educational programmes is to broadcast and to develop textbook content into radio scripts and audio for distance students/learners who are not able to attend face-to-face lessons. These objectives provide formative evaluation in relation to radio educational programmes. It includes the broad range of systematic inquiries intended to give guidelines leading to programme form, content and presentation manner that effectively have the defined programme accomplished. These finding were similar to the studies from Adkins (2018) which equally indicated that broadcasting is one of the ways of distributing the learning programmes through radio. Similarly, the author supports those issues of developing textbook content into audio as important. The fact that radio educational programmes is important in broadcasting and developing textbook content into radio scripts as perceived by the study is congruent with the report by Moral, (2021). Broadcasting of local radio educational programmes helps the audience to be catered for both visually and aurally, therefore; the use of educational radio

programmes broadcasted on radio, provides education content to the students who are unable to attend face-to-face lessons.

The participants in this study viewed that broadcasting of radio educational programmes as audio programmes of each subject, produced by NAMCOL is important in assisting students that cannot attend face-to-face classes. This implies that radio education programme promotes distance learning that is important in increasing literacy level of learners. The mentioned finding complies with a study by Okia (2021) on the evaluations of educational broadcasting programmes on radio in Nigeria. The study found that radio programme promoted distance education as a new norm and is the present cheapest education means than other education forms used. The same finding supports the idea that education broadcast programme became pronounced during the coronavirus 19 pandemic era when the world was on total lockdown and students depended on the radio and the internet for learning to take place.

Educational radio broadcasting provides great educational news due to the radio's availability, cost to purchase and easy to use and also the least intelligent can easily operate the radio including the blind. The programmes may stretch from education to entertainment in all works of life. Thus, every listener of a programme on a radio is considered as an audience of such programme, thus the radio is significant in provision of education awareness. It is evident that some of the participants in this study that radio programmes provide awareness to the educators and the learners. This fact was disclosed and called for needs to be done on the issues of NAMCOL radio educational programmes awareness to learners and public at large and the content of the programmes needs to be adjusted to learning needs. The idea of awareness is supported by Madamombe (2015) who noted that awareness is vital in

implementing campaigning and synthesize the publics towards the importance of radio educational programmes while meeting the learning needs.

5.2.2 Exploring the distribution and assessment of the radio educational programmes

The findings from the study revealed that the radio educational programmes get distributed to the intended audience via selected community radio stations and specified time scheduled for each programme. The study participants indicated that production is done at the NAMCOL head office, where the studio is however, NAMCOL has built with several radio stations in different regions, the produced educational programmes are sent directly from Windhoek to be broadcasted in those regions. The distribution of the radio station across the country enables better network for the users. As, NAMCOL is state owned enterprise in Namibia, the radio station is owned as proposed by Okia (2021) that they are community, owned, privately owned and /or owned by SOEs therefore learning process is supervised by the enterprise (NAMCOL) based on the subject matter at hand. Nwaerodu and Thompson (2014) concurs that information dissemination and educational materials of air is the foundation of every established mass media institution making education to remain one of the key development strategies.

One of the participants indicated that the distribution of the programme occurs through a structured and pre-set platform that is then rolled out and all the radio educational programmes are also accessible on the NAMCOL website and e-learning resources. This implies that NAMCOL provides its website in addition to radio broadcast in educational information dissemination. This complies with Rashid and Elahi (2012) who reported that educational radio broadcast is important in the creation of information dissemination and awareness on learner's educational needs.

NAMCOL Radio SMS-Competition on the “Gender Toolkit for Educator” has been identified in the findings as a measure used to assess the listenership on radio educational programmes. According to the findings, the competition must be broadcasted on various radio stations. Listeners including students must take part in the competition quizzes and win airtime of the value of N\$300. For example, one of the participants expressed consequently that,

“A lot of people took part in this SMS competition, not only were participants from Windhoek, but from different regions. When this was done, the feedback was positive,” said Mr Isaacks.

On the other hand, it has been reported by another participant that the SMS-Competition is not a good measuring tool because it implies that all students who did not participate in the competition were not listening to radio programmes. There are various factors involved in this context and include the fact that not all students are in position of airtime or mobile phones.

5.2.3 Impact of NAMCOL radio educational programmes on students

From the study, it was established that radio educational programmes make learners acquire knowledge and bring reality to the learners in terms of experiences found in the book pages or in the text that grab the learner’s interests. This helps the learners to be trained and have their minds and brains trained for a better society. This finding complies with Ali (2015) who purported that provision of education information on radio programs filter in the learners thorough auditory senses. The finding also agrees with Chute (2019) that in the process of learners’ acquiring knowledge, they obviously have unlimited accesses to educational

programmes on radio that modify their learning, simulate process and the learner's productivity increases.

Several researchers (Bangert-Drowns et al, 1991; Rutz et al., 2013; Baker & O'Neil, 2014) reported that radio programmes impart educational knowledge to learners. This study supports these results. Participants described that educational radio programs are very important to improve their academic performance. The students are able to gain more knowledge in less time and lessons are always short and interesting. The participants further discussed how the learners gain knowledge on education radio programmes. Such educational programmes have simplified language used, entertaining learning, and creative presentation, importantly presently with the COVID-19, the programmes are so much in demand. Entertaining learners in educational program was reported by Braum (2008) that radio programmes stretch out from education to entertaining people in all spheres of life.

The quotation that follows is from one of the participants, gives more light on how education programs on radio make them to be related in real life.

“With our radio educational programmes, we try to make them interesting.

Because it's like in a conversational style, you know,” said Participant X.

The idea of entertaining people is explained in a sense that each listener is the main audience of the education programme that are launched on the radio by the producer every now and then. Entertainment makes the listeners to grow intimate with the educational programmes that makes them to grow in that direction. However, some participants viewed NAMCOL radio educational programmes promoting laziness among learner/students by choosing to rather concentrate on listening to audio and loose interest in reading textbooks. Participants

further feel that radio educational programmes are discouraging learners/students to study subject content.

5.2.4 Challenges NAMCOL faces with radio educational programmes

The study established that the key challenge to the effective implementation of radio educational program is funding. One of the participants was of the view that NAMCOL as a state-funded institution, the radio department only receives a portion of budget that is assigned by the NAMCOL Director which is not enough to running the activities of the programme. However, a study by Okia (2021) reports that use of radio education programmes save money, they need a lot of capital to run the programme. Similarly, UNFPA (2012) viewed that radio is cost effective means of delivering education to students mostly in underdeveloped nations where citizen have economic inabilities to buy other means of communication like newspapers on a daily basis. Therefore, NAMCOL as an SOE in Namibia needs enough budget to run its education programmes. The budget of the institution passes through a number of the process for its approval delaying its effective implementation.

Most of the participants in this study indicated that the whole production process for the radio educational programmes requires a lot of work since the process is lengthy and involving. This can be a result of the current financial challenges faced by the institution as previously discussed. Besides, limited experience in production can also delay effective implementation of the Radio educational program. Producers with limited skills and experience are most likely to make listeners unengaged and decrease on community' individual capabilities via differing structural learning and teaching on the radio airwaves. Further, the producer with limited knowledge and experience is likely not to effectively connect with the listeners in information exchange, invite educators and /or connect with any related party. Thus, such

challenges make the radio producer as agent of change not to effectively serve the nation.

The mentioned issues made Adkins (2018) to suggest that educational needs need to be assessed and the assessment must involve representatives' input and also involve people that know the actual needs of the radio educational programs, the nature of the community and the specific targeted audiences. So, cooperation is needed in effective implementation of the radio educational program.

The study established that there was no training offered to any personnel, which could be teachers, students involved in producing the radio educational programmes. This is a great change in the current era that changes at a high speed. Education and training are important in creating new ideas. Therefore, NAMCOL needs to provide the users of the Radio educational program with training and education to keep the online. Ongoing training will also help the users in upgrading the system. The participants indicated lack professional personnel on the broadcasting which affect the quality of input and thus output. Such challenge hinders and reduces on the strength of the listener's interest and discourage participation and reduces the rate of the audience participation in the programme.

5.3 Summary of findings

In the background and throughout the empirical research, it was indicated that NAMCOL uses radio as a valuable instrument in carrying out its work of education and ensures that the local radio educational programmes broadcasted are reachable by every learner and student from all corners of Namibia.

The literature-based study employed Use and Gratifications Theory that put forward the reasons and how media users actively seek out specific media to meet expected needs (Severin & Tankard, 2012).

The literature further shows that radio is one of the platforms utilised, with the notion of ‘to leave no one behind’, and therefore, NAMCOL strategically paired up with the NBC National FM Radio that already has a footprint countrywide, as it was the first radio station to broadcast the educational programmes, and later involving the local community radio stations.

The use of the radio as an educational medium is helpful in reaching an extensive audience, over as large distance as signal will allow, permits the materials to be prepared and recorded and over period of times. Thus, repeats become economical and feasible, and the radio educational programmes are more convenient since audience can listen to radio while inside their comfort homes.

Literature shows that radio educational programmes can be used as full-teaching courses most specially to students/learners in rural areas registered for distance courses and that can be used as a complement of the face-to-face teaching courses that are unable to attend. On the methodology part of the study, qualitative interpretive approach was employed in data collection and analysis. Data was collected from six participants by mean of an in-depth interview guide. The collected data was thematically analysed and presented in text.

5.4 Conclusions

The study concludes that radio is inexpensive means of communication, increases on learning and is important in building knowledgeable society. The radio acts as information source for

both the educators and the learners as NAMCOL. It is also a source of entertainment called edutainment due to its double purpose it serves in this context. So, radio is a platform that can be greatly used in learning with right support.

Radio education programs are distributed to target audiences through selected community radio stations and designated times for each program. The distribution of the program occurs through a structured and pre-set platform that is then rolled out and all the radio educational programs are also accessible on the NAMCOL website and e-learning resources.

Research results has shown that NAMCOL radio educational programmes has impact on student learning experience. Radio educational programmes make learners acquire knowledge and bring reality to them in terms of experiences found in the book pages or in the text that grab the learner's interests. They are trained and have their minds and brains trained for a better society thus, filter in the learners thorough auditory senses.

Limited funds, professional personnel on the broadcasting which affect the quality of input and thus output, inadequate education, and training on the use of the radio educational programmes and that whole production process for the radio educational programmes requires a lot of work since the process is lengthy and involving. Therefore, training provisions can help the users in use and upgrading the system.

5.5 Recommendations

In order to optimise the effective use of the local radio educational programmes, the following recommendations are proposed:

- The NBC should broadcast interesting education programmes to motivate and capture the minds of the learners. In addition, enough interesting sections or topics need to be

factored in the educational broadcasting sessions to boost the audience's interest in the programme.

- To implement call-ins for interaction, NAMCOL could employ full-time teachers their time spent in the studio is not paid separately but built in as part of their job description as well as part of their salary package.
- To implement an email platform where a specific individual teacher is assigned to that email pertaining a specific subject and is responsible to attending to the student queries.
- The information taught on the radio should be recorded and uploaded a cloud-based storage facility so the students can download and share.
- The study established that there are limited funds that negatively affect the effective implementation of the programme. The NAMCOL's Education Radio Project Team must motivate for alternative funding in order for the project to continue.
- NAMCOL's Education Radio Project Team needs to keep on upgrading radio technology used for it to broadcast latest advances. For the future sustainability of the NAMCOL's Education Radio Project, it is foreseen that support is required through some forms of commercialization, so, music recording components among others need to be upgraded so as to respond to modern trends.

The present study was done by means of qualitative approach. There is a need to evaluate the educational broadcast programs of radio at the same setting using quantitative approach.

More studies can be done to explore the students' and parents' perceptions on the use and the effectiveness of radio educational programmes.

5.6 Summary

The chapter provided a discussion of the results. The discussion was based on the background of the research, the problem statement, and the literature reviewed in Chapter 2. Second, it provided a research summary based on a literature review and a summary of the main research results. It also made the conclusions based on the study findings and the discussion made. Finally, this chapter gave recommendations, divided into general recommendations and recommendations for further researchers. It is based on this chapter that conclusions for the entire study was made.

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Appendices

Appendix 1. Copy of consent form for participation in a research interview

Name of Researcher: Laina Sheehama Shilongo
Contact details: laina.shilongo@outlook.com
Title of study: The Effectiveness of Local Radio Educational Programmes – Case of Namibian College of Open Learning (NAMCOL)

The purpose of this document is to specify the terms of my participation in the project through being interviewed

1. I agree to participate in a research project led by Laina. S. Shilongo, a registered student for the Bachelor of Arts in Media Studies at the University of Namibia.
2. I have been given sufficient information about this research project. The purpose of my participation as an interviewee in this project has been explained to me and is clear.
3. My participation as an interviewee in this project is voluntary. There is no explicit or implicit coercion whatsoever to participate.
4. Participation involved being interviewed by the researcher (Laina. S Shilongo). The interview will last approximately 30 minutes. I allow the researcher to take written notes during the interview. I also allow the recording (by audio/video tape) of the interview. It is clear to me that in case I do not want the interview to be taped, I am at any point of time fully entitled to withdraw from participation.
5. I have the right not to answer any of the questions, if I feel any uncomfortable in any way during the interview session. I have the right to withdraw from the interview.

Appendix 2. Semi-structured interview guide

1. What are the objectives of the NAMCOL radio educational programmes?
2. Do you think you have met these objectives?
3. How does NAMCOL radio educational programmes get distributed to the intended audience?
4. What tools are applied as a measuring mechanism of listenership?
5. What do you think about the applied measuring mechanism?
6. What are the benefits of NAMCOL radio educational programmes?
7. Does the NAMCOL radio educational programmes allow feedback or interaction from the audience?
8. Does NAMCOL head office receive feedback from the regional offices?
9. How different is the radio educational programmes from other e-learning platforms?
10. What challenges is NAMCOL radio educational programmes facing currently?
11. How are you addressing currently and future challenges?