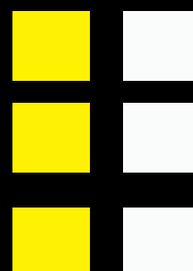


EDUCATION RADIO PROJECT EVALUATION



September 2012



Commissioned by the Namibian College of Open Learning
(NAMCOL)

FINAL REPORT

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Executive Summary

The Education Radio Project (ERP) was initiated in 2004 by the Ministry of Education (MoE), Republic of Namibia with the purpose of enhancing education radio broadcasting in the country. The project has two main objectives: To develop local capacity to write, record and produce educational radio programmes and; to produce and broadcast such programmes on existing radio stations. The Education Radio Project Team (ERPT), consisting of partner institutions that include Namibian College of Open Learning (NAMCOL), National Institute for Educational Development (NIED), Polytechnic of Namibia (PoN)-Centre for Open and Lifelong Learning (COLL), University of Namibia (UNAM) - Centre for External Studies, Directorate of Adult Education -MoE, Ministry of Health and Social Services, Ministry of Youth, Sport and Culture and the Ministry of Agriculture, Water and Forestry.

An evaluation was commissioned to assess the effectiveness and impact of the programme, with a specific focus on:

- The capacity building of staff of partner institutions.
- The production of quality educational programmes.
- The broadcasting and deployment of programmes, the involvement of various radio stations and use of other available media technology.
- The establishment of relevant infrastructure and general perceptions regarding the future potential of the education radio project.

Using both qualitative and quantitative approaches, the consultancy reviewed documents relevant to the ERP, held focus group discussions and key informant interviews, used a questionnaire targeted at learners and the general public, and also made observations, against set criteria, on the technology and infrastructure currently utilized by the ERP.

The following have been the key findings of the evaluation process:

- The ERP has been generally effective in meeting its objectives of developing local capacity in educational radio programme production as well as broadcasting of programmes.
- The training programmes have largely succeeded in equipping the participants with required competencies in radio programme production.
- A modern studio is being used by the ERP. There has been regular update of technology and software in line with current development trends.
- Plans are under consideration for progression of the ERP into Internet broadcasting, the use of podcasts, with possibilities of exploration of development into a full educational radio station.

- Unlike NAMCOL, other partner institutions have not optimized the use of the ERP in educational radio programme production (as per the annual broadcast schedule). Based on broadcasting schedules, approximately 90 % of all programmes produced through the ERP are for NAMCOL's educational efforts. The partner institutions combined make up for remainder.
- One of the major challenges facing the ERP is sustainability based on future funding, as the current funding agreement is coming to an end in the current year and a funding strategy for the future is not in place yet.

Based on the key findings from the consultancy, the following recommendations have been made:

- That the ERPT urgently motivate for funding for the continuation of the ERP, given that it has proved to be a valuable tool in complementing educational efforts in line with national development goals and aspirations. The consultancy stresses that given the investments that have so far been made into the project (for example, equipment, human resource training, programme production, studio infrastructure) the project should not be allowed to close down.
- The ERPT should consider innovative ways of retaining trained staff, for example, one -year contracts for part-time staff.
- A forum should be organized with the aim of getting a buy-in from management and decision-makers of partner institutions and teachers/lecturers so that utilization of ERP is made a part of annual work plans and budgets of these partner institutions. This will help in improving participation of partner institutions.
- The marketing of the project should be given a boost using innovative methods that include road shows as well as SMSes, in addition to the use of fliers and advertisements. Such marketing should be supported by a specific marketing budget within the ERP.
- The ERPT should expedite the process of piloting Internet broadcasting and the use of podcasts, while at the same time making consultations, through a feasibility analysis, on the possibility of establishing a full-time educational radio station.

The consultancy concludes that despite the challenges, the ERP has been one of the relatively successful educational innovations in the country, and as such, its sustainability and continuity should be made a priority by the Government and the stakeholders.

Acknowledgements

The consultancy team acknowledges support from individuals and institutions who have participated in the evaluation process, without whose input this process would not have been successfully carried out. Specifically, the following deserve mention:

Mr. Jan Nitschke and Mr. Manfred Isaaks (ERP Project Coordinator) together with other members of the ERPT, for giving the consultancy team practical pointers that made logistical arrangements for data collection relatively easy.

Mr. Heroldt Murangi and NAMCOL's management, Ms Eida Maletzki and members of the NOLNet Management committee, key informants from partner institutions, staff from participating radio stations, ERP current and former producers for making time to participate in the study, with the provision of valuable suggestions for the optimization of the mission of the ERP.

Gratitude is also expressed to all learners who participated in the study by taking time to respond to the several questions in the distributed questionnaires.

List of Acronyms

COLL	Centre for Open and Lifelong Learning
ERP	Education Radio Project
ERPT	Education Radio Project Team
ETSIP	Education and Training Sector Improvement Programme
ICT	Information Communication Technology
IUM	International University of Management
MAWF	Ministry of Agriculture Water and Forestry
MoE	Ministry of Education
MoHSS	Ministry of Health and Social Services
MOU	Memorandum of Understanding
NAMCOL	Namibian College of Open Learning
NDP	National Development Plan
NIED	National Institute for Educational Development
NOLNet	Namibian Open Learning Network
PoN	Polytechnic of Namibia
UNAM	University of Namibia

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1. Introduction and background

1.1 Literature review

Having been developed in the late 19th century, radio technology became more popularly used in the early 20th century. Vyas *et al* (2002) assert that while radio has sometimes been overshadowed by television, it has remained a medium capable of reaching wide geographic audiences at low production cost. The common use of radio has usually consisted of informing, educating and entertaining. Over time, the use of radio in education has been enhanced through innovative approaches. Butcher (2003) posits that radio has been used in education since it became available as a communication technology.

The improvement of educational quality and relevance, lowering of educational costs and the improvement of access to education by disadvantaged groups have been cited as the three main advantages of radio (Jamison and MacAnany, 1978). The advantage of educational access by disadvantaged groups, for example, is also affirmed by the South African Institute of Distance Education (2004:45), which states that radio is a key media to which most rural people have access.

According to Vyas *et al* (2002), the UK Open University and the Agency for International Development have conducted studies, which have shown more advantages of radio in education. The following are some of the main findings in the studies conducted by several institutions:

- Radio helps weak students who benefit from it as a supplementary learning tool.
- Radio is more cost-effective and results in greater learning effect size than textbooks or teacher education.
- Via radio, experts can teach subjects in which classroom teachers are deficient or untrained.

Apart from the advantages and benefits of radio in education, some disadvantages have also been noted (when programmes are pre-recorded and not live):

- Interaction between teacher and students, as well as among students, is limited.
- Feedback and clarification from the teacher are generally not available.
- The pace of the lessons are fixed for all students while students usually require different paces.

- Time for reflection of content is minimal, and note taking can also be difficult.

Mclsaac and Gunawardena (1996) suggested that thorough preparation of lessons, use of supporting materials, and follow up exercises are recommended in order to overcome some of the drawbacks of the use of radio in education.

In response to the need of increasing access to quality education, especially by disadvantaged people like those in remote and rural areas, O'shea and Richmond (n.d.) have noted that throughout the developing world, there have been development and implementation of numerous radio education projects. Below are some of the educational radio initiatives that have been implemented in selected countries:

- India has had several educational radio projects as far back as the 1930s. These projects include the School Broadcast Project of 1937, the Adult Education and Community Development (Radio Forum) project of 1956, the Farm and Home Broadcast Project (1966), the University Broadcast Project (1965), the language learning programme (1979-80), among others (Vyas, *et al*, 2002).
- A project was developed for Southern Sudan, with a target of reaching 100 000 children in grades 1 to 4, with lessons in mathematics, English, life skills and local language literacy (Oshea and Richmond, n.d.).
- A project, aimed at “improving the quality of basic education delivery systems” was designed and implemented in Zambia, under the name: Zambia Quality Education Services through Technology (QUESTT) Project. This project targeted rural, hard-to-reach students between grades 1 and 7, teaching science, mathematics, language, social studies and health (with an emphasis on HIV and AIDS) (*ibid*).
- Karim, *et al* (n.d) report on a radio project by the Bangladeshi Open University aimed at relaying lectures, providing discussions and access to alternative views in learning.

The table below lists some educational radio projects that have been initiated in different countries for varied reasons (Nwaeronu and Thompson, 1987):

Table 1: Radio Projects in different countries

Country	Purpose for the radio project
Swaziland	For public health purposes (Byram and Kidd, 1983)
Mali	Literacy training (Ouane, 1982)
Nigeria	Management courses for the agricultural sector (Shears, 1984)
Kenya	Support to correspondence courses (Kinyanjui, 1973)
Botswana	Civic Education (Byram, Kaute and Matenge, 1980)
Paraguay	Primary school instruction (Academy for Educational Development, 1979)
Trinidad and Tobago	Breastfeeding knowledge promotion (Gueri, Jutsun and White, 1978)
Guatemala	Promotion of changes in farming practices for improved production (Ray, 1978)
Nicaragua	Health education (Cooke & Romweber, 1977)
Philippines	Nutrition education (Cooke and Romweber, 1977)

Source: Nwaerodu and Thompson, 1987(Adapted)

Radio remains an important and affordable source of information, especially in rural areas. In urban areas, radio is in fierce competition with other informational communication technology (ICT) innovations such as television (with accompanying developments such as DVDs and Satellite transmission) and computers (with innovations such as internet, face book, twitter among others).

Given that several radio projects world over were initiated a long time ago, Namibia's Education Radio Project is relatively new. It is suited for its own educational context to address specific needs. The section below briefly gives a description of the education radio project in Namibia.

1.2 Education Radio Project in Namibia

Locating the Education Radio Project: The national development Context

Namibia's development path is described through Vision 2030. According to the Government of the Republic of Namibia (2004), Vision 2030 aims at transforming Namibia into a country that features a high income Knowledge Economy, with all citizens enjoying a quality of life that is comparable to that of developed countries. The Government of the Republic of Namibia stresses the need of contribution by all sectors of the economy for the achievement of Vision 2030. The achievement of the Vision is planned to be done through five-year operational installments called National Development Plans (NDPs). As of 2012, efforts towards Vision 2030 are in the National Development Plan (NDP) 4. The main goals of NDP 4 are: High and sustained economic growth, employment creation and increased income equality. Access to quality education, including the use of ICT like radio, therefore, remains fundamental to the attainment of goals of NDP4.

The MoE aims to contribute towards Visions 2030 through the Education and Training Sector Improvement Programme (ETSIP). The programme is a response to weaknesses and challenges that have been acknowledged within the national educational system. The Ministry of Education (2005) notes that the national educational system has been marked by "poor quality and ineffectiveness which translates into low learning outcomes as manifested in high failure rates and low productivity; high levels of wastage in terms of school dropouts; repetition ; and low throughput".

According to the MoE (2005), ETSIP has six sub-programmes, one of which (sub-programme 6) focuses on information, culture and lifelong learning. The ERP is part of sub-programme 6 of the ETSIP. The MoE initiated this project in 2004, with NAMCOL being assigned to manage and coordinate the project on behalf of the Ministry and other partners. A Memorandum of Understanding (MoU) was signed between the MoE and NAMCOL in 2004, with an Addendum to the having been signed in 2007 to extend the agreement to 2012.

The implementation of the ERP is done by a forum called the Education Radio Project Team (ERPT), with membership coming from stakeholders such as the MoE (Directorates Adult Education and NIED) , UNAM (Center for External Studies); PoN (Centre for Open and Lifelong Learning); Namibian Open Learning Network (NOLNET), NAMCOL, the Namibia Broadcasting Corporation (NBC).While government ministries use radio for

information sharing and public education, educational institutions are using radio to supplement print-based materials.

The implementation of the ERP was a result of the realization that ICTs can be used to address the diverse challenges that face the education and training sector of the country, which has been largely depended on print-based educational resource materials.

The main objectives of the ERP are stated as:

- To develop local capacity to write, record and produce educational radio programmes.
- To produce and broadcast such programmes on existing radio stations.

Since the initiation of the ERP in 2004, several achievements and milestones have been noted. Below is a summary of the key milestones:

Box 1: Key Milestones of the ERP since 2004

- MOU signed between NAMCOL and MoE in 2004, with an extension to 2012
- Wide consultations in 2004/2005 to establish the interest of stakeholders (partner ministries and educational institutions).
- Creation of the ERPT in 2005. The ERPT has been meeting at least three time per year
- Construction of a recording studio on NAMCOL's campus.
- Training of a group of 30 staff members and part-time media students in the theory and practice of radio production.
- A total of 900 radio programmes have been produced and broadcast.
- Production of a signature tune to give the programmes a unique identity.
- An agreement has been signed between NOLNet and NBC for broadcasting of programmes, with programmes being broadcast free of charge.
- Involvement of community radio stations, with programmes being broadcast free by UNAM Radio, Ohangwena Community Radio, Karas Community Radio and Live FM.
- Funding of the ERP through ETSIP until 2012.
- Appointment of a Project Coordinator and Production Assistant on contract.

An evaluation of the ERP was commissioned in 2008, which concluded that the ERP was generally meeting its objectives.

2. The evaluation Process

2.1 Purpose of the Evaluation

The evaluation aimed at assessing the radio project specifically against the following:

- The capacity building process for staff of various ministries and educational institutions (training in the production of education radio programmes).
- The production of education radio programmes and the quality of such programmes.
- The broadcasting and further deployment of programmes, including the involvement of various radio stations and the use of other media technology to avail pre-packaged programmes to learners and other interested parties country wide.
- The establishment and utilization of relevant infrastructure to attain overall objectives of this initiatives.
- General perceptions regarding the future potential of the education radio project.

The expected deliverables of the evaluation were:

- Comprehensive report clearly highlighting the methodology employed, key observations and findings, major impacts and recommendations for improvement.
- Evaluation of the quality of at least 5 % of the radio programmes which have been produced to date.

2.2 Methodology

An inception document was developed, with an outline on how the consultancy team understood the task, as well as how it intended to carry out the evaluation. This inception document was shared with the ERPT for input, after which a final inception report was produced, with agreed work plans and time lines.

A combination of qualitative and quantitative approaches was used in the study in order to ensure triangulation for credible, evidence-based findings and recommendations:

- **Desk review:** As outlined in the Terms of Reference, as well as the inception report, a comprehensive desk study was done at the start of the evaluation. General literature on educational radio projects, as well as specific documents on the ERP, were consulted. The desk study, apart from providing a review of research reports on educational radio projects, gave the evaluation team the context of the implementation of the ERP.
- **Interview of key informants:** Key informants were selected from key personnel from participating Ministries, Educational institutions and radio stations. Part-time producers were also included in the key informant interviews. See Annex for list of persons who were interviewed during the study
- **Focus group discussion:** Due to time constraints, as well as difficulty in getting appointments with individuals, a focus group discussion was conducted with the management of NAMCOL.
- **Questionnaires:** A questionnaire was designed to target learners. The main aim of the questionnaires was to get data, mainly quantitatively, on the views and perceptions of learners on the effectiveness and benefits of the ERP. The questionnaire also included some open ended questions meant to have a qualitative dimension on the perception of learners on the ERP.
- **Observation:** Observation was done on the studio of the ERP, which is located NAMCOL's main campus. The aim of the observation was to assess the current technology that the ERP is using, with a view of making recommendations in line with modern technological trends in radio broadcasting.
- **Listening to recorded programmes:** Recorded programmes were randomly sampled from those available in the archives in order to assess the quality of such programmes.

2.3 Sampling

The samples chosen were determined by the data collection approach used for a particular group of participants.

Random convenient sampling was used in administering questionnaires for learners. For the focus group discussion and key informant interviews, a purposive sample was drawn in order to get views from individuals in a way that reflects the general perspectives of organizations represented.

Twenty seven CDs were randomly selected for the study (see Annex). The recorded programmes were listened to as a way of assessing the quality of the programmes.

3. Key findings

This section presents the main findings from the data gathered during the evaluation process. These findings, with discussions, will be presented in such a way that they correspond to the key expectations in the evaluation: Capacity Building; Production and quality of programmes; Broadcasting and deployment of programmes; establishment and utilization of relevant infrastructure and equipment; and Perceptions regarding the future of the project. Other aspects, necessary in conventional evaluations, like institutional analysis and programme design, will also be discussed.

3.1 Management issues

As already mentioned, the ERP facility (studio and offices) is located at the NAMCOL Head Office in Windhoek. The two full-time staff for the ERP are the Project Coordinator and the Studio Technician, who are employed on a one-year contract basis. The Project Coordinator reports directly to NAMCOL Deputy Director (PMD). While this arrangement has been functional there are some issues that emerge as unclear with regards to the management of the project.

During the process of the evaluation, it emerged that the project is actually called NOLNet Education Radio Project, which may suggest that the management should exclusively fall under NOLNet. The bulk of the funding of the project comes from the MoE through the ETSIP fund, which is channeled through NAMCOL, not NOLNet. There are obvious overlaps between NAMCOL management and NOLNet management. The overlaps in management of the ERP, as well as the fact that NAMCOL hosts both the ERP and NOLNet has often created a perception that the ERP is owned and run by NAMCOL: "NAMCOL Radio Project".

Regardless of the visibility of NAMCOL in the implementation of the ERP, NAMCOL has no unilateral control over the project. For example, it was revealed during the evaluation process that so far, NAMCOL has been responsible for the production of up to 90 % of the available programmes, while the partner institutions have produced the other 10 %. This disparity could indicate the different ways in which the project is valued by the partners. While NAMCOL seems to consider the ERP as an integral part of its work (i.e, the use of Radio as a convenient arm in carrying out its work of education), other institutions like government Ministries may not have the same view and consideration.

Periodic progress reports have indicated that there has been a persistent challenge in the attendance of meetings of the ERPT by members of partner institutions. The meetings have been mostly attended by

representatives of NAMCOL and few persons from partner institutions. This could be due to the fact that the ERP is not part of the regular work plans and budgets of the partner institutions, unlike the case with NAMCOL. If the ERP has been infused into the work plans and programmes of all partner institutions, then provisions would be made with ease for the attendance of regular progress and planning meetings.

The two full-time staff for the ERP has been on one year renewable contracts. Renewals of contracts have been determined by outcomes of performance appraisals as well as availability of funding. This arrangement, while it has worked smoothly for at least the past five years (the same staff have been maintained), has always been a source of worry for the employees, especially at the end of every year, as the continuation has not been guaranteed. There has been, therefore, a feeling of lack of job security for the staff members, as well as the lack of benefits associated with non-contract work, like securing of bank loans etc.

3.2 Capacity Building Process

The capacity building process of the ERP is underpinned by one of the main objectives in the establishment of the project: to develop local capacity to write, record and produce educational radio programmes.

Since its establishment in 2004, the ERP has been relying mainly on part-time producers for its programmes production. Some of the producers are media students at the PoN, College of the Arts as well as the UNAM. Tailor-made courses have provided for individuals to participate in the project. These courses have covered mainly aspects of research, script writing, editing and presentation. These producers and presenters have been drawn from participating institutions. The maximum duration of the courses have been a week, with facilitation being done by people with expertise and experience in broadcasting who include notable personalities like Robin Tyson, former Director General of the NBC and currently a lecturer in media studies at the University of Namibia.

The training reports reviewed (with the earliest being 2005 and the latest being April 2012) indicate that the training courses have focused on Educational Radio Production Programme Techniques. Participants have been drawn from participating institutions like NAMCOL, NIED, Ministry of Youth, Sport and Culture, MoE, UNAM, College of the Arts and PoN.

Based on the document review (training reports and records) and interviews with part-time producers as well as trainers that have participated in the training, the following findings have emerged:

- i. The courses have been relevant to the capacity needs of the participants. Those who participated in the courses have mostly indicated that they have acquired competencies in radio production that have enhanced their participation in the ERP. For media students enrolled at local tertiary institutions, the courses have provided practical exposure that has complemented theory learning quite well.
- ii. Since so far there have been no opportunities for full-time production employment with the ERP, several individuals who have undergone training have obtained employment in other sectors and organizations which render them unavailable for participation in the ERP in the future. This means that the ERP has been faced with a challenge of failing to retain the individuals who have benefitted from the training courses offered. Some of the participants have obtained training, but never got opportunities to produce programmes for the ERP.
- iii. Due to the non-retention of trained persons, the same type of training is offered each year in order to cater for new producers joining the ERP.

3.3 Production and quality of programmes

The part-time producers who have undergone training have been given opportunities to write scripts, which undergo editing before presentation. The data collection process during the evaluation revealed mixed perceptions on the production and quality of the programmes. The following findings emerged during the valuation:

- i. There is a quality control process which includes script editing. The Project Coordinator, a qualified media practitioner, does the last quality check to ensure that only recorded programmes that meet acceptable quality standards (voice, sound quality, presentation approach) are submitted for broadcasting.
- ii. The quality of programmes was clearly linked to the prior exposure and competencies of the producers.
- iii. Low quality cases of recorded programmes were attributed to the following :
 - Weak voice quality, where reading of scripts, especially role plays, was obvious. This reduced the effect of the programmes, particularly the role plays.
 - Poor pronunciation of words, leading to reduced lesson effectiveness.

The production of quality programmes has always been faced with the challenge of a high turnover of producers who participate in the ERP. Since most producers trained end up getting full-time employment elsewhere, new ones have to be trained to fill up the gap. There has not been, therefore, an accumulation of experience within the pool of producers for the ERP.

The consultancy concludes that so far, given the quality control process that is currently in place, produced programmes generally meet the basic quality standards of quality programmes. There is, based on remarks above, an opportunity and requirement for further improvement on quality of programmes.

3.4 Broadcasting and deployment of programmes

So far, at least 900 programmes have been produced under the ERP. This is a remarkable feat in the production of the programmes. The programmes continue to be produced for free through participating radio stations that include NBC, Live FM, Karas Community Radio, Base FM, Ohangwena Community Radio, and UNAM Radio.

Given the relatively large number of programmes that has been produced vis-à-vis the time available in the participating radio stations, a challenge that has emerged is the backlog in the broadcasting of the available programmes. There has not been opportunity for replay of programmes, which is necessary for the maximization of listenership as well as the benefit of those who require replays. There is therefore a limitation in the time available for broadcasting of programmes relative to the number of programmes available and in need of broadcasting.

3.5 Establishment and utilization of relevant infrastructure and equipment

One outstanding feature of the ERP has been an investment in a studio which meets the current scope and function. The studio is located at the NAMCOL Yetu Yama campus in Katutura, Windhoek. Apart from recording of educational programmes, the studio is open to the public, at a nominal fee, for musical recording services. The musical recording services is part of recouping expenses for the project, and is expected to be a significant contributor to future sustainability of the project. There is a full-time person responsible for recording, employed on a contract basis.

Based on observations, as well as consultation with the studio Technician, the table below summarizes the key studio equipment issues:

Table 2: ERP studio equipment assessment

Equipment	Remarks
Audio Interface HDSP 9652	While the current audio interface is sufficient for the project scope and function, the MOTU 828MK3 Hybrid is suggested as a superior alternative.
Sequencer CUBASE 5	Logic Pro Tool recommended, which is mostly used in the best professional set-ups in the world.
Monitors: GENELEC	This is excellent, but a subwoofer would be a good addition in order to control low frequencies adequately.
Guitars (1 Bass, 1 Lead, 1 Acoustic)	The guitars are for music recording services offered by the ERP to community members. Ibanez guitars are reported as some of the best, and therefore recommended.
Headphones (6 coded BERHRINGER headphones)	While these are good and functional, in-ear headphones (codeless) are now recommended, as they remove the cluttering and wobbling of cables and create space.
Computer-Intel(R) Xeon(R); Memory 8gig, rating 4.3/7	This is sufficient for radio editing purposes. However, because the studio also offers music reording services, Apple Mac computers is recommended. The industry notes that Apple Mac computers have greater efficiency.
Drum set (Yamaha)	Pearl drum could be a better option, better quality recording as well as durability purposes.

There is work underway for the expansion of the infrastructure of the ERP to include: NOLNet offices (with the office of the Project Coordinator for close monitoring), Radio Room and Video Editing Room.

3.6 Marketing of the project

The effectiveness and impact of an initiative like the ERP depends on awareness raising and marketing. Effective and consistent marketing has been crucial in creation of product brands. Given the several accessible radio and other media options, the ERP still has an opportunity of creating a considerable market share and niche through a robust marketing strategy.

So far, attempts have been made to promote and market the ERP. This has been done through:

- NAMCOL general marketing through print and electronic media. Apart from its educational programmes, NAMCOL also advertises and promotes the ERP.
- The production and distribution of fliers. A total of 10 000 fliers have been distributed through insertions in New Era newspaper.
- Placement of advertisements in local radio stations and TV
- Short text messages (SMSes)

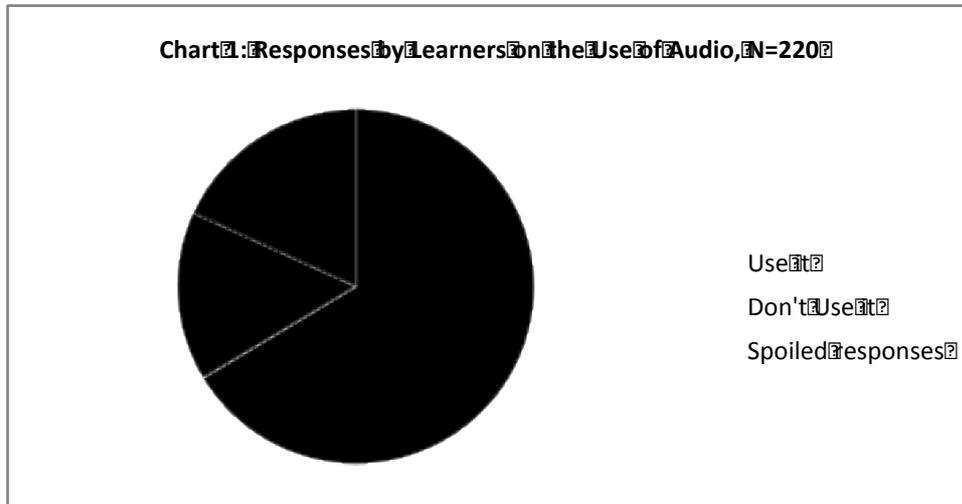
The main challenge facing the promotion of the ERP has been limited funding for the effort. For example, road shows to schools and universities countrywide, targeting learners/students, as well as teachers/lecturers, but this has not yet been done because of lack of funding.

3.7 Learner and student perception

The learner/student perceptions on the ERP were indicated by responses on a questionnaire that was distributed in selected Educational institutions (NAMCOL centres, Secondary Schools and partner institutions). A total of 262 were distributed. Of the questionnaires distributed, 220 were returned, making a return rate of 83, 9 %. Of the returned questionnaires, there were significant cases of spoiled responses, in the form of non responses or multiple responses (where only one option was required). It should be pointed out that the perceptions represented here cannot be generalized, as the questionnaires were only distributed in urban centres, covering the 3 main regional centres of NAMCOL. A full national survey on learner/student perspectives on the ERP was beyond the scope of this evaluation, but can be recommended as a future and separate

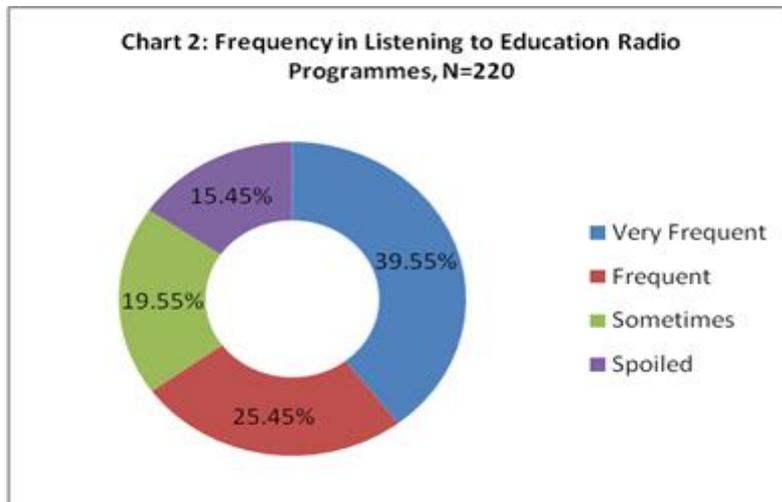
undertaking. For the purpose of this evaluation, learner and student perspectives were gauged by three aspects:

I. Proportion of respondents that use ERP audio lessons



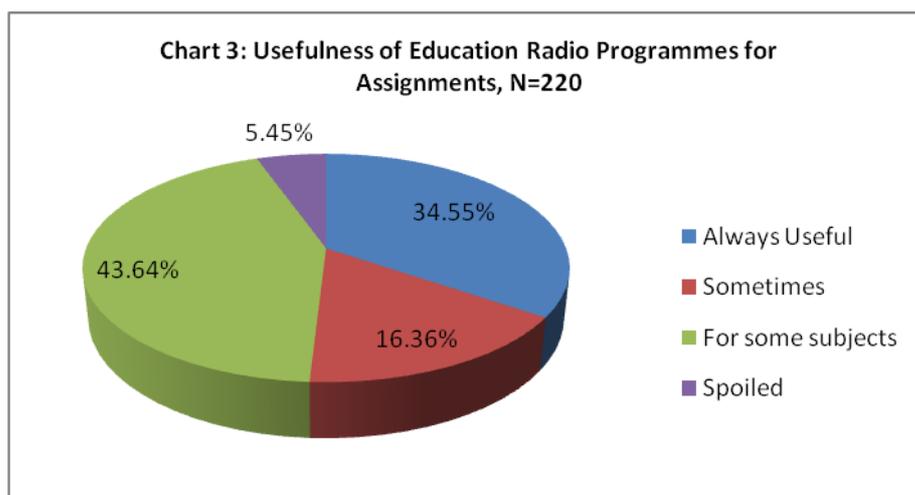
The majority of the students that participated in the study (66.36%) indicated that they use ERP lessons.

II. Frequency in listening to ERP lessons



Almost 40 % of the respondents said that they listen to ERP programmes very frequently, while slightly above a quarter said that they listen to the programmes frequently. Close to 20 % indicated that they sometimes listen to ERP programmes.

III. Views on usefulness of the Education Radio Lessons



The majority of the respondents (43, 64 %) felt that ERP programmes are useful for some subjects, while 34.55 % felt that the programmes are always useful. Others (16.36 %) indicated that sometimes, the ERP programmes were useful for assignments.

While it is clear from the responses that a majority of the respondents use ERP lessons regularly, an effective feedback mechanism (through emails and text messages) for example, can give a better gauge, with an indication of specific subjects/programmes that are regularly used. Most of the respondents indicated that they find the education radio lessons useful. However, it is possible that the value attached on the ERP by learners depends on individual circumstances and need.

3.8 Perceptions regarding the future of the project

Since its establishment in 2004, the ERP has had the privilege of funding through ETSIP, through an agreement which was extended in 2008 to 2012. With the employment of a full-time Project Coordinator and an assistant on an annual contract basis, NAMCOL has made a provision in supplementing the salaries so that they are at levels comparable to NAMCOL salaries within similar grades of employment.

At the time of the assessment, NAMCOL had received official communication from the MoE that the ETSIP support to the ERP was in its final year, such that alternative funding had to be sought. One possible source of funding, according to NAMCOL management was to motivate for a direct budgetary support from the MoE. This situation highlighted a need for clear practicable plan for the sustainability of the ERP, if the project is to continue serving the educational needs of Namibian learners and students.

While the ERP has been perceived as a valuable tool in education, in line with development objectives of the country, secure funding for the continuation of the project beyond 2012 has not yet been guaranteed and remains a major threat to the future of the project. However, as at the time of the assessment, the management of NAMCOL was optimistic that the project would secure funding for the future.

4. Generalizations

Every evaluation has to ultimately address standard conventional questions of relevance, effectiveness, efficiency, impact and sustainability. This section discusses the ERP under these five aspects, as a way of revealing lessons learnt, as well as informing the way forward for the project.

4.1 Relevance

There is sufficient evidence, through research reports, including information obtained through the current and other evaluation processes, on the value and relevance of educational radio projects. The ERP is, and remains, consistent with national development goals and aspirations. It is a tool that complements the print media in educational delivery. Perspectives of learners and the general public indicate that, regardless of the challenges, ERP is a worthy investment for a developing country like Namibia. Radio remains a means of communication that most Namibians have access to, especially those that live in rural areas, who happen to be the majority.

4.2 Effectiveness

Effectiveness is determined by the extent to which a project delivers on its objectives. Since its establishment in 2004, the ERP has not diverted from its main objectives.

Tailor made courses have been offered every year in order to develop local capacity to write, record and produce educational radio programmes. While the training courses have enlarged the pool of people with some competencies in radio programme production, the ERP, specifically, has not been able to retain these trained persons, as they have mostly moved to permanent employment. The producers who participated in the evaluation have indicated that the trainings received have added value to their professional lives. The training reports have also affirmed the usefulness of the courses in building local capacity in the writing, recording and production of educational radio programmes.

The availability of participating radio stations have ensured the broadcasting of produced programmes. The participating radio stations have made a great contribution in the dissemination of the programme free of charge. More programmes have been produced by the ERP vis-à-vis the time slots available for the airing of these programs. For example, most programmes that have been produced by NAMCOL in 2012 will only be aired in the following year due to limited amounts of slots offered through the participating radio stations.

While the free offer by partner institutions is plausible, the development of the ERP into a radio station with its own frequency (with the cost implications that this entails), or the production through Internet broadcasting, will certainly go a long way in the maximization of the broadcasting of produced programmes.

4.3 Efficiency

Efficiency is a function of input compared to outputs. Based on the information obtained during the evaluation process, as well as relevant reports (project reports) and ETSIP documents, the ERP has had relative success in efficient utilization of the available human, financial and material resources in order to meet project objectives. The project outputs (resources available for the project) have been transformed into project outcomes (trained producers and produced and broadcast programmes).

4.4 Impact

The measure of impact for a project such as the ERP is not easy to objectively determine. The measurement of impact requires the availability of baseline data, based on specific indicators, in the course of the project life. Questions of impact would include: Have specific programmes resulted in change of behavior (in the case of, for example, HIV and AIDS) in the target audience? Has there been improvement in pass rates (and grades) among those targeted by ERP compared to those who have not utilized services of the ERP?

The objective evaluation of the impact of the ERP has been beyond the scope of this project, given the limitations in resources like time and funding.

4.5 Sustainability

The ERP has run uninterrupted since its implementation in 2004. This has been due to funding from the MoE through the ETSIP programme, as well as the generous provision of free slots by participating radio stations. There have been also some partnerships with some UN agencies like

UNESCO, UNICEF and the British Council which have seen the production of specific programmes.

At the time of the evaluation, the MoU between the MoE on the funding of the ERP through ETSIP was coming to an end. Project continuation and sustainability are currently the most urgent issues regarding the ERP. Given the relevance, effectiveness and relative efficiency of the ERP since 2004, urgent measures should be taken in order to prevent a possible tragic situation where the ERP may have to stop operating. Alternative funds are required in order to ensure the continuity of the project for another period. If funding is secured for the continuation, there is need for ERPT to devise innovative ways in order to ensure sustainability of the project, as suggested under the recommendation section that follows.

5. Recommendations

This section presents recommendations for the ERP based on the main findings and observations made during the evaluation process.

5.1 Sustainable funding for the project

The ERPT should urgently motivate for alternative funding for the continuation of the project. Based on findings of this evaluation, the ERP is a necessary component of the national educational delivery in line with national development goals.

5.2 Marketing of the project

The ERPT should guide a process that produces a marketing and promotional plan for the ERP. There should be a component of marketing and promotion of the project in the project budget. The marketing should include raising awareness of services that the ERP offers, like recording. SMS competitions can be explored for interactive participation. It has also been suggested that the ERPT should utilize orientation periods in institutions like PoN, UNAM, IUM and NAMCOL to bring awareness on the ERP to new students and learners. A countrywide road show be included as part of the plan to create awareness around universities and schools.

5.3 Management of the Project and role of partners

The ERPT should organize a forum to engage partner institutions, particularly at an executive level in order to come up with an enhanced framework of participation. The project team should take steps towards facilitating the inclusion of the ERP in the budgets and work plans of partner institutions as this will enhance participation and cooperation in the project.

5.4 Capacity Building

The capacity building process should continue, as it is in line with the main objectives of the ERP. However, efforts should be taken in order to minimize the loss of trained people. One way is for the ERP team to consider an incentive pack for producers that are utilized in the project. Enhanced incentives would help in motivating the trained producers to continue availing their services to the project.

It is recommended that experienced producers be utilized in the training programmes as well.

5.5 Production of programmes and programme quality

It is recommended that the rate of production of programmes be increased in light of the possibility of Internet broadcasting and use of podcasts in the dissemination of programmes.

There should be a clear feedback mechanism, for example, through the use of SMSes and emails, as well as the use of local media like newspapers. Constant feedback on programmes would ensure continuous quality checks for improvements of the programmes.

5.6 Technology

The ERPT should always plan for the upgrading of technology in order to be abreast with latest advances. Given that the future sustainability of the ERP is envisaged to be supported through some form of commercialization, there is need to upgrade the music recording components of the studio in order to be responsive to modern trends.

5.7 Internet broadcast and podcast piloting

The project coordinator, in liaison with the ERPT should develop a pilot plan for Internet broadcasting, with clear time lines and processes, as well as the resource implications for budgetary considerations. The piloting of Internet broadcasting will help in the further deployment of programmes.

It is recommended that Internet broadcasting be accompanied by podcasts in order to ensure that programmes are accessible to users at any time. The ERP can utilize Internet facilities at NAMCOL and NOLNet centres, which have Internet facilities as listening and downloading centres for the programmes.

5.8 Exploration of becoming the first Educational Radio Station in Namibia

The ERPT should initiate a process for a feasibility analysis of transforming the ERP into a full-time radio station in Namibia, with a potential of serving the Southern African Development Community region and beyond. The feasibility study, if positive, should lead to the development of a business plan that should be tabled for consideration of funding through public resources.

6. Conclusion

The ERP, as an innovative effort in contributing to the national educational goals in line with development priorities, has been generally meeting its objectives, despite challenges identified through this evaluation process. It is clear from the findings that there is need for revisiting the existing partnership in order to optimize the use of ERP among stakeholders. Lack of clarity on future source/guarantee of funding of the project, at the moment, is viewed by the consultancy as the greatest threat to the sustainability of the project. Given the past achievements and investments, as well as clear intentions for the future (internet broadcasting, use of podcasts, exploration of possibilities of becoming a full time educational radio station etc), it is imperative that funding for the project for its continuity be included among priorities in educational funding.

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Annexes

List of persons and institutions consulted

NAMCOL

Mr. H.V. Heroldt Murangi – Director

Ms. Francine N. Keendjele- Deputy Director, Management and Support Services

Ms. Petrina Kamati- Deputy Director, Finance and Administration

Mr. Jan Nitschke- Deputy Director, Programmes and Materials Development

NOLNet

Elda Maletzki- Acting Executive Secretary

Polytechnic of Namibia

Ms. Judith Britz-Polytechnic of Namibia, Centre for Open and Life Long Learning

University of Namibia

Mr. Robin Tyson

ERP Staff

Mr. Manfred Isaaks-Education Radio Project Coordinator

Mr. Claude -ERP Studio Technician

College of the Arts

Mr. Joost Van Dampoort

Participating Radio Stations

Mr C. Tjaveondja –NBC

Mr. M. Muchila-NBC National Radio

Ms Soinin Negongo-NBC Radio Centre

Dumeni Sageus- Ohangwena Community Radio

Daud Thomas- Karas Community Radio

Peter Olivier- Live Fm

Elifas Bonifatius-Base FM

Government

Mr M. Kasekonya-Ministry of Education

Mr Romeo Mujunda –Ministry of Education

Ms Rochester Mushabati- National Institute of Educational Development

Ms Dorothy Kambinda-Ministry of Health and Social Services

Mr. Natanga-Ministry of Health and Social Services

Mr.B. Maloboka-Ministry of Health and Social Services

Part time producers

Ms Clemencia Kandjou

Mr. Oscar Pinius

Ms Beu-Ann Beukes

Ms Noreen Sitali

List of sampled recorded programmes

Producing Institution	Title of programme
NAMCOL/UNESCO, April 2010	Flood Response
Ministry of Health, n.d	Sanitation
Ministry of Education,n.d	Education in general
NAMCOL & British Council , April 2011	Learn English Radio : Obla Air
Ministry of Education , Adult Education Department, Khomas Region,n.d	HIV & AIDS Radio Listening Group
NAMCOL /UNESCO April 2010	Disaster Risk Reduction
Ministry of Health, 17-14 March 2011	HIV/AIDS, Poverty and Starvation
NAMCOL/UNICEF, October 2009	HIV/AIDS Education
Ministry of Education, June 2011	Gender Issues
Ministry of Health, June 2011	Meningitis
UNAM,n.d	Different Faculties at UNAM
UNAM, n.d	Research
NAMCOL, October 2010	JSC History
NAMCOL/UNESCO April 2012	Gender Toolkit for Educators
NAMCOL, August 2009	ISC Accounting
NAMCOL, September 2009	ISC Agriculture
NAMCOL & Ministry of Education ,n.d	ISC Business Management
NAMCOL, May 2010	ISC Physical Science
NAMCOL 2010,October 2010	JSC Geography
NAMCOL Professional Programmes, July 2012	Community Based Work with Children
NAMCOL,July 2012	NSSCO English
Ministry of Education, July 2012	The ETSIP Programme
NAMCOL October 2011	Computer Based Learning

NAMCOL, August 2009	JSC Life Science
NAMCOL, September 2010	JSC Physical Science
NAMCOL, September 2009	JSC Mathematics



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TERMS OF REFERENCE

IMPACT ASSESSMENT: EDUCATION RADIO PROJECT

1. INTRODUCTION AND BACKGROUND

The education radio project was initiated by the Ministry of Education in 2004 and aims to enhance education radio broadcasting in the country. The main objectives of the radio project are as follows:

- to develop local capacity to write, record and produce educational radio programmes;
- to produce and broadcast such programmes on existing radio stations.

The rationale for the inception of the project basically stems from the realisation that most of the resource material currently provided to learners in the country is print-based. This include learners in schools and at other educational institutions, such as the Namibian College of Open Learning (NAMCOL), National Institute for Educational Development (NIED); Polytechnic of Namibia –Centre for Open and Lifelong Learning (PoN-COLL); University of Namibia – Centre for External Studies (UNAM-CES); Ministry of Education – Directorate Adult Education (MoE-DAE); Ministry of Health and Social Services; Ministry of Youth, National Service, Sport and Culture and many others. The rationale for the education radio project is premised, furthermore, on the understanding that Information and Communication Technologies (ICTs) can be used more effectively to supplement printed texts and thereby address the many diverse challenges facing the education and training sector in the country. However, limited use has been made of radio for educational purposes prior to the commencement of this project. This is despite the fact that radio broadcasts of the Namibian Broadcasting Corporation (NBC) cover more than

90% of the Namibian population and that radio ownership is generally very high in the country.

The education radio project was conceived within this context and a number of milestones have been achieved to date (**please refer to Appendix A for an overview of such highlights**).

2. POSITIONING OF THE PROJECT

The Namibian College of Open Learning (NAMCOL) has been assigned to manage this project on behalf of the Ministry of Education and other NOLNet partners. A Memorandum of Understanding to this effect was signed between the Ministry and NAMCOL in August 2004 while an Addendum to the agreement was signed in 2007 extending this arrangement until March 2012. Furthermore, the education radio project has since been included in the Education and Training Sector Improvement Programme (ETSIP) as part of the sub-programme on Information and Lifelong Learning, particularly the strategic objective dealing with expanding access to quality information and lifelong learning programmes.

In addition, a forum known as the Education Radio Project Team (ERPT), has been created to monitor implementation of the project and membership is currently drawn from the following participating Ministries and educational institutions: Ministry of Education (Directorate Adult Education and the National Institute for Educational Development); Ministry of Youth, National Service, Sport and Culture; Ministry of Agriculture, Water and Forestry; Ministry of Health and Social Services; University of Namibia (Centre for External Studies and Department of Non-Formal Education); Polytechnic of Namibia - Centre for Open and Lifelong Learning; the Namibian Open Learning Network Trust (NOLNet); NAMCOL; and the Namibian Broadcasting Corporation (NBC). The objectives for participation of the partner Ministries and institutions vary, i.e. most Ministries use radio for information-sharing purposes and to pursue diverse community development agendas while educational institutions use radio to supplement print-based study materials.

Finally, following a request to the Trustees of the Namibian Open Learning Network Trust (NOLNet), the Trustees have agreed to sign the broadcasting agreement with the NBC on behalf of all partners given the fact that most Ministries and educational institutions involved in this project are affiliated to NOLNet. As a result, the project is also housed within the structures of NOLNet as one of the Standing Committees of the Trust.

3. PURPOSE OF CONSULTANCY

This consultancy seeks to recruit an expert to assess the overall impact of the education radio project to date.

4. OBJECTIVES

The main objective of the consultancy is to evaluate the impact of the education radio project. More specifically, the consultant will be required to assess the effectiveness and impact of the following:

- the capacity-building process for staff of various Ministries and educational institutions (training in the production of education radio programmes);
- the production of education radio programmes and the quality of such programmes;
- the broadcasting and further deployment of programmes, including the involvement of various radio stations and the use of other media and technology to avail pre-packaged programmes to learners and other interested parties country wide;
- the establishment and utilisation of relevant infrastructure (e.g. studio) to attain the overall objectives of this initiative; and
- general perceptions regarding the future potential of the education radio project.

In addition to the above, the consultant will be expected to highlight key lessons learnt in the implementation of the project and advance specific recommendations to enhance the impact of this initiative in future.

5. DELIVERABLES

The consultancy should result in the following outcomes:

- comprehensive report clearly highlighting the methodology employed, key observations and findings, major impacts and recommendations for improvement;
- evaluation of the quality of at least 5% of the radio programmes which have been produced and broadcast to date (about 500 programmes have been broadcast so far).

6. METHODS

It is anticipated that data about the project will be collected through desktop analysis, questionnaires and interviews. The consultant is expected to develop a comprehensive research strategy and work plan and to agree such with NAMCOL's Executive Management Team during the first week of the consultancy.

The following documents/reports should be consulted, amongst others:

- 6.1 Project Inception Report;
- 6.2 Relevant ETSIP Documents (work plans, progress reports, etc.);
- 6.3 Minutes of Meetings of the Education Radio Project Team;
- 6.4 Pilot Programmes Evaluation Report;
- 6.5 Training Reports and Evaluation of Training Reports;

6.6 Agreements (NAMCOL/Ministry of Education; NOLNet/NBC);

6.7 Broadcasting Schedules.

In addition, information should be gathered from the following informants:

6.8 NAMCOL's Executive Management Team;

6.9 Senior Officials in the Ministry of Education;

6.10 Members of the Education Radio Project Team;

6.11 NOLNet Executive Secretary;

6.12 Project Staff;

6.13 Radio Producers (Full-time and Part-time);

6.14 Staff at Participating Radio Stations;

6.15 Learners and Students (if possible).

7. MODALITIES FOR THE IMPACT ASSESSMENT

It is envisaged that the consultant will spend a maximum of 15 consultancy days on this assignment. The consultancy should commence by mid August 2011 and should be concluded by 30 September 2011 with submission of the final report. The consultant will liaise directly with NAMCOL's Deputy-Director: Programmes and Materials Development and the Project Coordinator during this process. No travel outside Windhoek is anticipated, unless such a need is identified in the process of developing and agreeing the research strategy.

8. REPORTING AND REPORT FORMAT

During the last week of the consultancy, the consultant is expected to present his/her draft report to members of NAMCOL's EMT and the Education Radio Project Team for discussion and further comments. Based on these inputs, the consultant will then prepare and submit a final report in both electronic and hard copy format.

The final report should include, inter alia, the following sections:

- Executive Summary
- Introduction and Background
- Objectives of Impact Assessment
- Methodology
- Discussion and Findings
- Major Impacts of the Project
- Recommendations
- Appendices

9. PROFILE OF THE CONSULTANT

The consultant should have:

- a **Master's Degree** in Education, Journalism, Social Sciences or any related field with at least 5 years' professional experience as a researcher/project evaluator;
- excellent command of the English language; and
- good report writing and presentation skills.

Experience in the use and integration of ICTs in programme development and delivery, preferably in the field of Open and Distance Learning, will serve as a distinct advantage.

10. REQUEST

You are kindly requested to submit the following information to the College in a sealed envelope for evaluation: (i) copy of Curriculum Vitae; (ii) evidence of similar projects undertaken (including relevant website addresses where evaluation reports can be viewed, if possible); (iii) brief outline of how you intend to conduct this assessment; and (iv) quotation (daily rate and any additional costs).

Tender submissions should reach the Office of the Director before or on: Friday, 5 August 2011 at 13:00. Opening and reading of tenders will take place on the same day at 14h30.

Please feel free to contact Mr Jan Nitschke at the following numbers if you require more information in this regard: Tel. 061- 320 5201; Fax: 061- 216 987; e-mail: nitschke@namcol.com.na

APPENDIX A

- A Memorandum of Understanding (MoU) was initially signed in August 2004 between the Ministry of Education and NAMCOL to institutionalise the management of this project. NAMCOL is required, inter alia, to compile and execute annual work plans while there is an explicit undertaking on the part of the Ministry to provide financial resources to ensure successful implementation of this initiative – an Addendum to the MoU was signed in 2007 extending the partnership arrangement until March 2012.
- A process of wide consultation took place in 2004/2005 to establish the interest of potential partner Ministries and educational institutions in this initiative. This process culminated in the development of a detailed discussion document that outlines the background, rationale and modalities for implementation of the project. The discussion document was circulated to all participating Ministries and educational institutions at the beginning of 2005 for their inputs and acceptance. Following this, a forum known as the Education Radio Project Team (ERPT), was created with representatives from all participating Ministries and educational institutions. Members of the ERPT are involved in project implementation, but they are also required to keep the management teams of their respective institutions informed about developments related to the project. The ERPT meets at least three times a year.
- A recording studio has been constructed on NAMCOL's campus and digital recording equipment have been acquired for the studio. The facility is available for use by all the partners and additional equipment has also been acquired to facilitate the recording of music. A small group of staff members has been trained on use of the studio equipment.
- A core group of staff members and part-time media students (about 30 in total) from participating Ministries and educational institutions received intensive training (both theoretical and practical) in the production of educational radio programmes. The training programme commenced in 2005 and ongoing support is being provided to radio producers.
- In total, 500 radio programmes has been successfully produced and broadcast to date. This includes 33 pilot programmes which were broadcast on NBC National Radio and Katutura Community Radio (KCR), now known as Base Fm, between March – May 2007. A comprehensive evaluation of the pilot radio programmes was conducted by NAMCOL's Research and Evaluation Unit. Another evaluation was conducted in
- A signature tune has been produced to give all NOLNet radio programmes a unique identity. The song (signature tune) is the intellectual property of NOLNet.
- A formal Memorandum of Understanding has been signed between the Namibian Open Learning Network Trust (NOLNet) and the NBC to facilitate broadcasting of radio programmes. Programmes are broadcast free of charge as part of this

arrangement. In addition, the involvement of community radio stations is being pursued with UNAM Radio, Ohangwena Community Radio in (Eenhana), Karas Community Radio in (Keetmanshoop) and Live FM in(Rehoboth) who are also broadcasting programmes free of charge at this stage.

- The Education Radio Project has been included in the Education and Training Sector Improvement Programme (ETSIP) and funding has, therefore, been secured at least until 2012.
- A Project Coordinator has been appointed in January 2007 on a one-year contract (renewable) to take responsibility for the day-to-day running of the project. The Project Coordinator's contract has been extended for another year until March 2013. Also, a Production Assistant has been appointed on contract to take charge of the recording, editing and final production (pre-packaging) of radio programmes.