

AN EVALUATION OF PERCEPTIONS REGARDING THE IMPACT OF LOCAL  
RADIO STATIONS ON PRIMARY AND SECONDARY EDUCATION IN CHIPATA  
DISTRICT

BY

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**DECLARATION**

I hereby declare that the work in this research report is my work and that it has not previously been submitted for any other degree at this or other universities.

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## CERTIFICATE OF APPROVAL

The University of Zambia approves this research report of Musanide Duma as fulfilling part of the requirements for the award of the degree of Master of Communication for Development.

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Date:..... *04-07-2008*

## DEDICATION

This research report is dedicated to my late father Mr. Wilson C. Duma who taught me the love of literature at a very tender age. May his soul rest in eternal peace.

My wife Angela created a democratic environment which enabled me to make up my mind to come to the University for the Programme.

The student also dedicates the report to his children namely; Esther, Flora, Phingwe, Towera, Cosmas Lieutenant Duma and my nephew Panji for standing shoulder to shoulder with me in this difficult period when I was undertaking my studies.

## QUOTE

“This is the age of communication. And because education is communication, the development of any form of communication is vital to education.”

Studebaker.

## ABSTRACT

At the time of writing, the education standards in Chipata had been falling over the years due to lack of teachers and learning materials in learning institutions. The main purpose of the study was to showcase that local radio stations in Chipata district were contributing to the enhancement of education in the district. This study attempted to find out to what extent this was being done.

In trying to make this possible the researcher distributed 100 questionnaires to respondents in Chipata Urban but only 94 were collected and 80 for the rural population in Chipata but only 62 were collected. Urban in this study was understood to be the area in the radius of about 10km from the Chipata Post Office. Rural was beyond 10km. The idea of having two places was to draw a parallel in the study.

Methods like Focus Group Discussion, in depth interview, and observation were employed. The study was not necessarily evaluating Interactive Radio Instruction (IRI) lessons but it looked at the programming both academic and non academic.

Besides IRI programmes broadcast mainly by *Radio Maria*, the other programmes broadcast by the two stations are very appropriate in raising awareness on issues such as HIV/AIDS, early pregnancies and vices which in the long run can affect the pupils in school.

The study found that local radio stations in Chipata are, to a great extent, helping to enhance the standards of education in Chipata district. The Managing Director of *Breeze FM* has taken it upon himself to go round schools in the district and challenge examination classes to take their studies seriously.

These initiatives are going a long way to lift education standards.

The study recommended, among other things, the need to have an organization which should co-ordinate education activities like IRI, community literacy classes and the local radio stations.

## **ACKNOWLEDGEMENTS**

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Musanide Duma

## **ACRONMYS AND ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
APU	Academic Production Unit (classes)
ATM	Automated Teller Machine
BBC	British Broadcasting Services
BSA.CO	British South African Company
CAAE	Canadian Association for Adult Education
CBC	Canadian Broadcasting Corporation
CCJDP	Catholic Commission for Justice Development and Peace.
CD	Compact Disc
CFA	Canadian Federation of Agriculture
CHAZ	Churches Health Association of Zambia
CSO	Central Statistics Office
DEBS	District Education Board Secretary
DFM	Digital Frequency Modulation (Transmitter)
DOAF	Department of Agriculture Extension
DSTV	Digital Satellite Television
DVD	Digital Versatile Disc (Formerly digital video disc)
DWA	District Women Association
EBS	Education Broadcasting Services
EDC	Educational Development Centre
EFAREPORT	Education for All Report
EPWA	Eastern Province Women Association
FDG	Focus Group Discussion
FM	Frequency Modulation
FPE	Free Primary Education
HIV	Human Immune Virus
ITC	Information and Communications Technology
IGNOU	Indian Gandhi National Open University
IRI	Interactive Radio Instruction
JVC	Japan Victory Company

KIE	Kenya Institute of Education
LTM	Learning at Taonga Market
MCD	Master of Communication for Development
MMD	Movement for Multiparty Democracy
MOA	Ministry of Agriculture
MOE	Ministry of Education
MIBS	Ministry of Information and Broadcasting Services
MP	Member of Parliament
NBTL	New Break Through to Literacy
NGC	New Generation Crew
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
QUESTT	Quality Education Service Through Technology
RE	Religious Education
ROM	'Read-Only-Memory'-Computer memory that contains Instructions that can not be changed.
SPSS	Scientific Package for Social Sciences
TB	Tuberculosis
TV	Television
UNESCO	United Nations Educational Scientific and Cultural Organization
UNIP	United National Independence Party
UNZA	University of Zambia
USAID	A US government Humanitarian Agency
VCD	Video Compact Disc
VCR	Video Cassette Recorder
ZIC	Zonal Insert Co-ordinator
ZNBC	Zambia National Broadcasting Corporation

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## **CHAPTER ONE**

### **1.1 Introduction**

Education in Zambia has had a number of problems. Some of these are lack of teachers in schools because of demand outplaying supply. It is also true that the HIV/AIDS toll has placed a heavy burden on the teacher population. Professor Michael Kelly of the Department of Education at the University of Zambia did tremendous work in this area. AIDS has not only killed teachers but also left a number sick. Absenteeism from work has increased as a result. Besides this, the country's population has continued to rise. Government, in an effort to meet the demand of both primary and secondary education, has built more primary schools, up-graded some primary schools to Basic and some Basic schools to high schools. This development has raised the demand for teachers to teach in these schools.

Until close to the time of writing, government had reduced the duration of training for primary school teachers from two years in college to one in college and the other in the field. Secondary teachers Diploma courses were reduced from three to two years. And because of financial constraints, the government has at the time of writing been unable to employ graduate teachers immediately after graduation even when the demand of teachers remains high. At high school level, very few University graduates end up getting employed by the Ministry of Education because they get employed by other organizations as they await the Ministry to employ them.

Consequently, high schools are now run by Diploma holder teachers and a good number of seconded teachers (trained to teach at primary

school but asked to teach in high schools). Needless to say, this trend has compromised standards and affected the quality of the education delivery at both primary and secondary school levels. As such, the education system is producing pupils who fail to write and read fluently in their mother tongue and the official language English. The passing rate at both grades nine and twelve for Eastern Province have not been very impressive.

To help raise the standards of education in the Eastern Province, it is advisable to try to use other interventions like radio. The use of radio has been highly regarded and appreciated by scholars in the dissemination of knowledge and training.

*That radio has great educational worth goes without saying; for it is but the human voice at long range and may be the voice of an instructor, whether school teacher, preacher or statesman" (Morgan, J. 1930:44).*

In this study, however, the student tried to see how radio stations in Chipata District – namely *Radio Breeze* and *Radio Maria* were enhancing standards in Chipata Schools (both primary and secondary).

The researcher did not necessarily deal with academic subjects alone but he also encapsulated other programmes with educational value that the two radio stations were airing to target schools.

However, the researcher paid special attention to how academic subjects were delivered by these radio stations. The researcher tried to find out if full-scale education by radio would be of help to both primary and secondary pupils if they were introduced.

The study showed that a partnership exists between the local radio stations and the national radio station. It also showed how this relationship could be strengthened for the advancement of education and education standards in Chipata.

## **1.2 Background of the Study**

From around the year 2000, there has been a mushrooming of local radio stations in Zambia. These are often owned by individuals or institutions. These stations have greatly contributed to the dissemination of information to people in these communities. Some of the sectors which have benefited are business entities, politicians (especially during an election) and the local people, for instance being allowed to make free announcements when there is bereavement. In Chipata district, there are two such radio stations operating and these are *Radio Maria* and *Radio Breeze*.

The radio stations have ventured into education programmes for both primary and secondary sectors. The researcher wanted to find out the strategies used to enhance education standards by these radio stations, the effectiveness and impact in the communities which are targeted. Radio is the most easily accessible of any mass medium and one of the most persuasive. It was the researcher's contention that if used properly and effectively, radio could improve the quality of education in rural areas greatly. With the limited number of teachers in both primary, secondary and high schools, radio could be used not to substitute the teacher in class but aid and sustain mass education in Zambia today.

### **1.3 Problem Statement**

The study was focused on the problem determining the nature and quality of educational output from the two radio stations in Chipata district-particularly with regard to support for schools. There had not been a study on the subject before and the study was expected to contribute to the growth of knowledge.

The demand of education has continued to increase. People are realizing the need to be educated. We have recently seen how people were going back to school. This was inclusive of old people. Chipata Day Secondary School has two 40 year old men attending Academic Production Unit (APU) classes. The researcher also considered the number of people rewriting grade nine and later on grade twelve. Even those in regular schools were struggling with the quality of education. An effective education by radio programme could contain the problem to a large extent.

It is also a fact that people who pass through a poor quality education system become a danger to development itself. If they become teachers for instance, they would mislead the pupils. And if they became nurses they might misinterpret a prescription and cause an accident.

There are a number of media that could be used to help enhance our education standards. Some examples could be television, Computer and many other ITCs. But of all these radio remains outstanding in terms of accessibility and coverage.

A developing country like Zambia could exploit radio as an educational tool because it is affordable. It is however true that political will is imperative in this ambitious programme. Other countries like Botswana, Kenya, Singapore, Paraguay and others have made strides on the use of radio on many developmental programmes including education.

Community and private radio stations being set up in rural areas in the country can help foster the wave of education to our schools. They can supplement tuition offered in schools and can also be a primary source of knowledge for people who can not attend school in formal schools. Therefore, literacy classes organized by the Ministry of Community Development and Social Services in Chipata can benefit from such initiatives.

#### **1.4 Rationale**

The rationale of this study was to explore the nature and output of *Radio Maria* and *Radio Breeze* vis-à-vis educational needs of the district. No such medium study had been done.

While it is true that radio can be used for entertainment, advertisement, agriculture information dissemination and even political campaigns, it also has another use like delivering education to the citizens. Those in school can use it to supplement on what they are learning and the dropouts can catch up with the fast developing society. It is obvious that someone who is illiterate would find it extremely difficult to utilize the technology currently on the market such as the use of mobile phones, Automated Teller Machine (ATM) and probably the computer itself. This is because the person can not read. The result of this would not only affect the individual but also the

nation at large. In an election year for example, such citizens would cast a vote. Their judgment would be questionable since they are prone to manipulation by the politicians.

In order to sustain and make Zambia's young democracy grow to the extent where the people would demand their basic rights, it would need an educated or enlightened population. It is an open secret that Zambia is economically unable to support schools adequately because of unavailability of resources. But one radio broadcast would reach a good number of people at an economical price. Studies have shown that radio could be used in this crusade against ignorance, illiteracy and better the quality of education

*Radio has been extensively used as an educational medium in developing countries, published reports confirm that it has supported educational programmes in a wide range of subject area and in many different countries (Ndubaisi, 1987:43).*

It is true that something is already being done in this area in this country. We do have for example, Taonga Market Radio Programme running on national, community and private local radio stations in Chipata. But the researcher's concern was to see how programmes aired by the local radio stations were affecting the pupils in Chipata schools and better still, how the researcher could help future researchers and policy makers. The researcher took keen interest in the community and private radio stations in Chipata. He was careful to see how these interact with the national media like ZNBC. This was because the researcher realized that to survive; these local radio stations needed to have partnerships. *The Post Newspaper* has produced quality academic materials for secondary schools. The

researcher tried to find out why these local radio stations could not enter into contracts so that they could air such educational information on radio.

Some schools in Chipata are so remotely located that they do not even have a chance to see *The Post Newspaper* on a daily basis. Schools like Vubwi could have an opportunity to access these lessons on local radio stations which might have a better signal than *ZNBC*.

All in all, the study intended to rekindle hope in our education system that it is possible to have massive and quality education simultaneously. With an educated population, development is relatively easy to attain.

### **1.5 Objectives**

The objectives of the study were to:-

- (i) Establish and document the nature of school broadcasts received in Chipata from *Radio Maria* and *Radio Breeze*.
- (ii) Determine the Stations' strategies for reaching the target audience.
- (iii) Examine the deliberate policies government has put in place to enhance and sustain such a project.
- (iv) Find out ways by which the community can be co-opted in such an ambitious programme.
- (v) Find out what the members of the audience think about the lessons.
- (vi) Make an audience profile of the citizenship, their needs, preferences etc.

## 1.6 Profile of Zambia

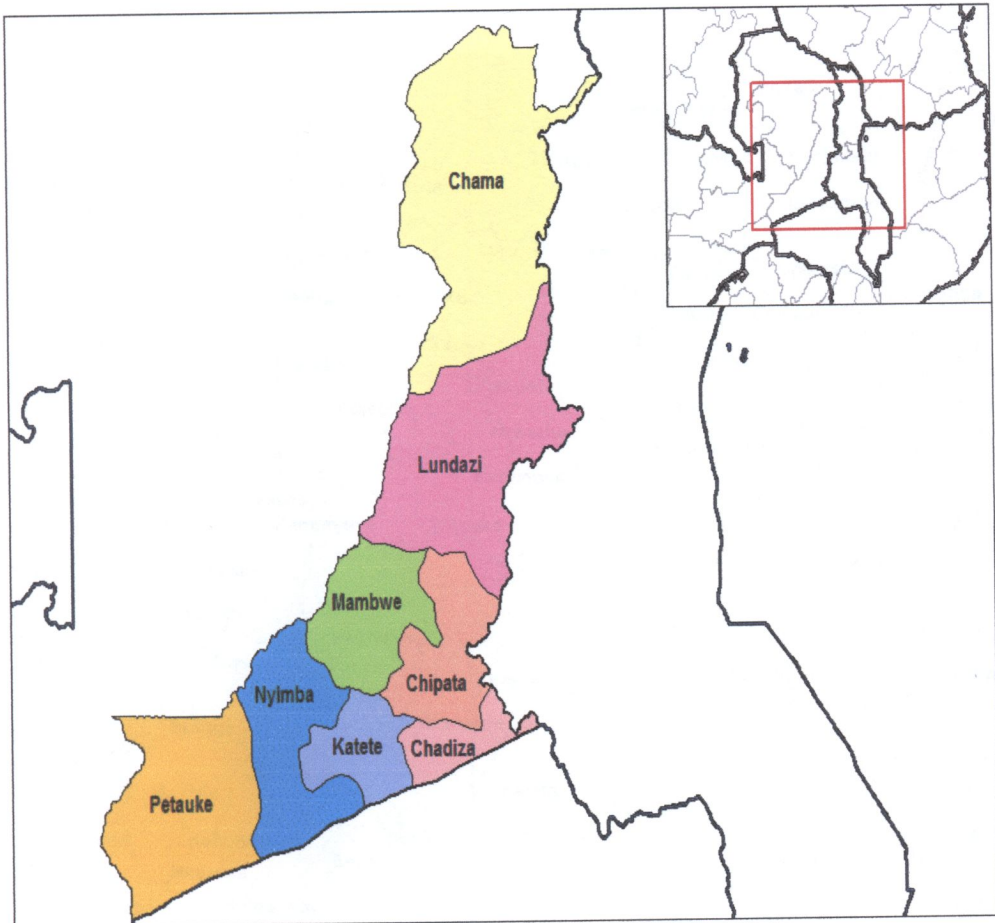
### 1.6.1 Introduction

Zambia is a land locked country in South Central Africa. Her surface area is 752, 615 square kilometres. The country shares her boundary with eight countries namely; Angola in the west, Democratic Republic of Congo (DRC) in the north, Tanzania to the north-east, Malawi in the east, Mozambique to the south east, Zimbabwe to the south, Botswana and Namibia to the south west. The country has four main rivers. These are the Zambezi, Kafue, Luangwa and Luapula rivers. Zambia also has four main lakes. Namely; Bangweulu, Tanganyika, Mweru and a man made lake known as Lake Kariba.



**Fig 1: Map of Zambia**

Source: Microsoft Encarta Encyclopaedia 2006



**Fig 2: Map of Eastern Province**

Source: (<http://www.hrdc.ua/zmhistory.htm>)



headed by President Kenneth David Kaunda amended the constitution to pave way for a one party government. This continued up to 1991 when the MMD pressured government to allow multiparty politics. The UNIP government nationalized major means of production, including the copper mines. (<http://www.hrdc.ua/zmhistory.htm>).

But when it came into power in 1991, the MMD government liberalized the economy and privatized most major state owned parastatal companies.

### **1.6.3 Broadcasting in Zambia**

Radio broadcasting in Zambia begun in 1941 when the British government installed a 300 watt transmitter in the capital, Lusaka. At the time this was meant to communicate war related information.

*It was not until World War II that Northern Rhodesia acquired a radio service. In 1941 the Government's Information Department installed a 300 watt transmitter in Lusaka, the capital. This station was built for the purpose of disseminating war related information.*

*(<http://www.olderadio.com/archives/international/zambia.btm-9k>)*

In the 1940s Harry Franklin convinced British manufacturers dealing in battery manufacturing to invest in Northern Rhodesia.

*Franklin tried for three years in the late 1940s to persuade British manufacturers that a potential mass market existed among Africans for a very simple inexpensive battery operated*

*short wave receiver. One must bear in mind that this was before the days of transistors. He finally persuaded a battery company to invest in the research and development of the idea. One of the early models was mounted experimentally in a 9-inch diameter aluminium housing originally intended as a saucepan.*

*(<http://www.olderadio.com/.archives/international/zambia.btm->)*

And in 1958, the Federation of Broadcasting Corporation of Rhodesia and Nyasaland was founded. The headquarters were in Salisbury which is now Harare the capital of Zimbabwe.

*In 1953 Federation came, and in 1958 a new broadcasting organization, the Federal Broadcasting Corporation of Rhodesia and Nyasaland was founded, with headquarters in Salisbury, Southern Rhodesia (now Harare, Zimbabwe).*

*<http://www.olderadio.com/.archives/international/zambia.btm-9k>*

Zambia had three domestic radio services. These were Radio 1, broadcasting in the seven main local languages i.e. Bemba, Kaonde, Lozi, Luvale, Lunda, Tonga and Nyanja, Radio 2 broadcasting in English and Radio 4 also broadcasting in English.

*There are three domestic services. Radio 1 is carried over 8 FM transmitters, broadcasting in the seven major languages of Bemba, Nyanja, Lozi, Tonga, Kaonde, Lunda and Luvale. Radio 2 is also broadcast by 8 FM transmitters in English. Finally Radio 4 (apparently there is no Radio 3) is broadcast in English over 5 FM transmitters. Programs include news, public affairs, light entertainment, sport, religion and education.*

*<http://www.olderadio.com/archives/international/zambia.btm-9k>*

The Zambian Media enjoyed a monopoly until 1994 when the Telecommunications Act of 1994 was enacted to form the Communications Authority of Zambia (CAZ). This authority was responsible for regulating the issuing of radio frequency spectrum in liaison with the Ministry of Information and Broadcasting Services (MIBS) by 1994, Radio Christian Voice, the first religious but privately owned radio station was licensed.

By 1998- Radio Maria a Christian Community radio station started broadcasting in Chipata. In 2002, Breeze FM, a privately owned radio station also made its presence in the district.

#### **1.6.4 Education Broadcasting in Zambia**

Educational Broadcasting in Zambia started in the 1960s. "On the other hand, considerable resources have been invested in the Educational Broadcasting which were established in the 1960s (radio in 1965, television in 1967...)" (EOF, 1996, 81). According to the policy, the aim was to create an integrated system that would enhance regular classroom learning while developing possibilities for life long learning.

The education broadcasting continued until the 1980s when they were most active transmitting an average of seventy-five radio and between thirty-two and forty-eight television programmes per week.

*An estimated 60% of primary schools and 20% of secondary schools made use of the Radio programmes (EOF, 1996, 81).*

In 1975 the Ministry of Education distributed 5,000 radios to 1,500 schools in all parts of the country. (EOF, 1996, 81). In the 1990s the ministry introduced Learning at Taonga Market (LTM) which is currently running on radio two (2) and other community radios like Radio Maria.

### **1.7 Profile of Eastern Province**

Eastern Province is one of the nine provinces in Zambia. As the name suggests, it is situated in the eastern part of the country. It covers an area of 69, 106 Square Kilometres. In the east the province borders Malawi, on the South- east by Mozambique, on the north-west by Northern Province and the western side by Central and Lusaka Provinces The province has eight administrative districts namely Chadiza, Chama, Chipata, Katete, Lundazi, Mambwe, Nyimba and Petauke. (2000 Census of Population and Housing Vol 3-Eastern Province, 1) The population was estimated to be around 1,306,902 in 2000. The province has an agro-based economy.

### **1.8 Profile of Chipata District**

Chipata, formerly Fort Jameson is the provincial headquarters of the Eastern Province. It has a population of 448,412. Chipata borders Malawi in the east. The main languages spoken are Nsenga and Chewa. There are four main chiefs namely Mpezeni the (Paramount chief) in the east, Nzamani in the west, Munyukwa north east and Madzimawe in the north. Chipata has two radio stations operating. *Radio Maria* run by Roman Catholic Church and *Breeze FM* which is privately owned.

## **CHAPTER TWO**

### **METHODOLOGY**

#### **2.0 Research Questions.**

- (i) What kinds of strategies are employed by Radio Breeze and Maria to help enhance standards in Primary and Secondary Schools in Chipata?
- (ii) What programmes are being aired?
- (iii) Are these programmes perceived as effective for enhancing standards in schools?
- (iv) What should be done to improve the educational programmes?
- (v) How accessible are target groups (e.g. pupils) to radio?

#### **2.2 Research Methods**

##### **2.2.1 Quantitative survey**

The researcher printed and distributed 180 questionnaires to the target audience. The questionnaires were filled in by the respondents themselves but where the respondents were illiterate; the questions were read out to them and translated in the local vernacular while the researcher filled in the questionnaire as the respondent answered the questions. A total of one hundred questionnaires were distributed in Chipata urban but only ninety four were collected and eighty were distributed in Chipata rural but only sixty two were collected. In this study, urban was understood to mean ten kilometres radius from Chipata main Post Office. Rural was after the 10km urban boundary to the political boundaries of Chipata district. (Refer to Fig 2).

### **2.2.2 Focus Group Discussion (FGD)**

Here the researcher used purposive sampling. This method entailed that the researcher used his own discretion which people would participate in the FGD. This helped the researcher to pick the right people in the sample. Where necessary, the researcher used random sampling as well. However, the researcher only managed to do one FGD because it was very difficult to get people to attend.

### **2.2.3 In-depth discussion**

Under this method, the researcher also used purposive sampling. The researcher identified and approached key officials or opinion leaders who could help to give expert information like people working for local radio stations, running literacy classes and others. Four in-depth interviews with different respondents were held.

### **2.2.4 Observation**

The researcher observed how the Interactive Radio Instruction (IRI) lessons were presented by Radio Maria. He also attended at three IRI lessons in a real class room situation at Chipata Basic, Mnoro Basic and Zingale Basic Schools so that he could have practical experience of what was going on in the field. He also observed how non academic programmes were presented at the two radio stations.

## **2.3 Sampling Procedure**

The researcher visited the District Education Board Secretary (DEBS)'s Office to collect the sampling frame of schools in Chipata district. The

researcher was referred to the district resource centre where he was given the frame. (see Appendix F). The IRI centres were given by the QUESTT Co-ordinator at the PEO's Office. He also visited the Department of Community Development and Social Services and requested for the sampling frame for literacy classes in Chipata district. (See Appendix E).

## **2.4 Data Analysis**

The data gathered from the in-depth Interviews and FGD was analyzed manually. However, the researcher used SPSS computer software to analyze the data gathered from the questionnaires.

## **2.5 Limitations of the study**

The researcher did not investigate all schools in Chipata District. He restricted himself to government primary and secondary schools. He also assessed if radio could be a primary source of academic knowledge for people who were not attending schools formally. Sometimes there is a gap between what people say and reality as Scholars have revealed.

## **CHAPTER THREE**

### **CONCEPTUAL FRAMEWORK**

#### **3.1 Conceptual and Operational Definitions**

According to Ng'andu (2001), a conceptual frame work states the distinctive characteristics of what is being defined. On the other hand, a theoretical frame work is easily testable or observable. Under the conceptual and operation frame work, the researcher defined key words and phrases and how they were used in the study such as:-

##### **3.1.1 Communication**

The term comes from a Latin word, *communies* which means common. Communication is said to have taken place when the sender of the message succeed to pass on the message to the receiver. Mody (1991:240) says communication has occurred when the message of the sender is isomorphic with the meaning the audience receive.

##### **3.1.2 Mass Communication**

A communication process which takes place to a large group which is diverse in nature and this kind of communication can be made possible by using media like television, radio, newspapers and many others.

##### **3.1.3 Participatory Communication**

In the study this entailed how people participated in IRI lessons and other educational programmes broadcast by the local radio stations.

### **3.1.4 Communication for Development**

The researcher took in to account how local radio stations were contributing to the development of education in the district.

### **3.1.5 Development Communication**

In this study it referred to the use of media to bring about social and economic improvement. The researcher therefore wanted to find out how the local radio stations can help boost economic and social development in Chipata district.

### **3.1.6 Development**

The term is usually defined differently in different contexts. In this research it meant the up lifting of people's goals and aspirations. People aspire to reduce infant mortality, poverty, disease, hunger and illiteracy to mention a few. The Oxford Advanced Learners dictionary defines development as, "the gradual growth of something so that it becomes more advanced, stronger etc (2000, 344).

### **3.1.7 Opinion Leaders**

In this study, these were experts from Ministry of Education, Ministry of Community Development and Social Welfare, some employees at the radio stations and so on.

## **3.2 Theoretical Frame work**

### **3.2.1 Uses and Gratification Theory**

The researcher tried to establish if the Uses and Gratification theory applied in the delivery of education by radio in Chipata. The Uses and Gratification theory holds that it is what the people

do with the media rather than what the media does to the people that counts. The public uses the media to gratify desires whether they desire entertainment, relaxation, information, etc. Klapper (1960) *The Effects of Mass Media* argued that the early days of media effect research proved that the bullet theory which saw audiences as passive participants in Mass Media Communication was not born out of detailed empirical investigation or testing. Factors such as the influence of group membership and audience interests in the subject appeared to limit the effects of media message.

On the contrary, the Uses and Gratification school used empirical research for the first time – and found that people only listen to what actually interest them. The researcher wanted to see how devoted people were to education by radio. Researchers in the uses and gratification school see the audience as active participants in media communication, using it to gratify their own needs and purpose. For instance, people may tune into their own TV and radio stations and read newspapers and magazines for a number of reasons; entertainment, escapism, relaxation as well as a source of information. They make further choices about when, how often and how long they will engage with the media. The people consume the media because they like what they are getting. In a way then, the audience determines the media content.

However, this theory is said to have flaws some media products are in your face, we cannot always choose not to receive them

like posters, loud music etc. We can only chose from what is available. The potential to use and enjoy the media products depends to some extent on access and this can depend upon how affluent you are. Minorities may feel that the media excludes them by not providing texts in which they are interested. Other scholars also say the media can create rather than respond to needs. Lastly it ignores the cultural and social factors than structure audience responses. (McQuaill 1972: 417). All claims of the theory were tested in the Chipata research and are discussed in the findings.

### **3.2.2 Agenda Setting**

The Agenda Setting Theory was propounded by McCombs and Shaw in 1972. These researchers have argued that audiences not only learn about public issues and other matters through the media, they also learn how much importance to attach to the issue. In other words, the media actually sets the terms of reference of any discussion be it political, economical or social. The study was done in North Carolina and is called Chapel study.

The process which the media uses to control our access to news, information and entertainment is known as 'gate keeping'. The media set the agenda about what is discussed through the process of selection and omission. A producer of a radio news programme, for example, can decide what stories to cover by 'selecting' certain stories over others; they also decide what is omitted by leaving out other stories. The media may emphasis on one side of a story (selection) while ignoring or down playing or omitting the opposing point of view.

(<http://www.sunsmart.com.au/downloads/schools//tattoo/summary>).

For example, in America, a current affair TV show did a story on a family in which three adult children were employed. The family was portrayed as 'dole bludgers' who made no serious effort to get jobs. The producers elected footage of the children which showed them in a negative light and choose music and images which reinforced the idea that they were lazy "no-hopers". The producers of the show also omitted the family's side of the story. There was no serious examination of the problems of unemployment and the difficulty of finding work.

(<http://www.sunsmart.com.au/downloads/schools//tattoo/summary>).

However, one of the major concepts undermining this theory is that people can read texts in a number of different ways. According to the theory, the majority of the public will accept the dominant or preferred reading of the text. What this means is that if the media tells the public that a certain fact is the truth or that an issue should be understood in a certain way like the example above that all unemployed people are dole bludges, the majority of the population read, listen and watch will get that intended message and will understand it. On the other hand the minority of the population will see the text as being untruthful or inaccurate. They have negative or different reading to the text. A negotiated reading is where people express mixed feelings about a text; they may agree with some of the messages; but not with others. They will decide what parts are relevant and what are

not.

(<http://www.sunsmart.com.au/downloads/schools/tattoo/summary>).

This theory was also employed in this study. The results are addressed in the findings.

### **3.3 Community Radio**

The Wikipedia Encyclopaedia defines a community radio as a type of radio service that caters to the interest of a certain area, broadcasting materials that is popular to a local audience but is overlooked by more powerful broadcast groups. The term has somewhat different meanings in different countries. For example, in the United Kingdom the idea for originating community Radio came in part from the situation of many illegal private radio stations which were established by the influx of Afro Caribbean Immigrants in cities such as London, Birmingham, Bristol and Manchester in 1970s to date community radio is associated to pirate radio. "Community Radio" remains synonymous with "pirate radio" for many people" (<http://www.p://en.wikipedia.org/wiki/community.radio>).

*A community radio is a sound broadcasting station that serves a specific section of society known as a community. A community is a collection of people, usually living in the same area, with common interests that include the sharing of the same history, traditions and culture background (Kasoma, 2002:23).*

In the United States community radio is more commonly non-profit and non commercial, often using licensed class DFM transmitters, although private radio outlets have been operated in many places.

Australia and Canada community station operate similar to those in America.

### **3.3.1 Vision Philosophy and Status**

Modern community Radio Stations often serve their audience by offering a variety of music selections that are not necessarily catered for by strictly corporate radio stations. They offer news and information targeting local population. Historically these audiences were mainly immigrants or minority groups that were poorly serviced by other legal radio stations and other entities such as emergency services and interference with their transmissions; "Most commonly, Canadian Community Radio Stations target commercially underserved minority communities..."

(<http://www.p://en.wikipedia.org/wiki/community.radio>).

In India, the campaign to legalize community radio began in the mid 1990s, soon after the supreme court of India ruled that "air waves are public property" in 1995. In South African Community Radio Stations started to be established after the fall of apartheid. In Zambia they made their presence in the early 1990s. In this country, they have run side by side with church run community radio stations.

Most Community Radio Stations are staffed by volunteers and professional presenters and programme makers who give up their free time and help at the community Radio Station. These Radio stations are usually limited to broadcast smaller than strictly business station. They focus on a specific community or a

range of listeners inside their small broadcast area. Their job is to benefit communities rather than make a profit.

*Community Radio Stations are not permitted to raise more than 50% of operating costs through on-air advertising and/or sponsorship. The reminders of operating income must be met through other sources. This can include public funding via giants, donor income, lottery funding or charities.*  
*(<http://en.wikipedia.org/wiki/communityradio>)*

To get a license for a Community Radio Station, applicants must demonstrate that the intended station will meet required 'social gain' objectives set out in the application.

### **3.4 Commercial Radio**

Besides community radio, we have commercial radio station being established in the community. One such example is Radio Breeze in Chipata. Community radios are more responsive to the community because they respond to community needs. But the primary objective of a commercial radio station is done with the aim of pleasing sponsors and advertisers so that the station can earn money. "Programmes that sponsors and advertisers shun are, therefore, unlikely to be broadcast on a commercial radio station even though they may be beneficial to the community." (Kasoma, 2002: 33).

### **3.5 Literacy**

#### **3.5.1 Education for All Global Monitoring Report (EFAREPORT)**

According to Education for All Global Monitoring Report close to 800 million people are unable to exercise the right to literacy and survey data indicate that the figure may be much higher. Large numbers

posses weak literacy skills after several years in school or lose them overtime. This fact is true even in highly developed countries. "...in highly developed countries, certain particularly disadvantaged groups may be held back by low education levels." (<http://go.worldban.org/14>). In both developed and developing countries, globalization and growth of the knowledge economy are creating demands for new literacy skills.

In order to promote individuals literacy skills with the aim of building literate societies, youth and adult literacy programmes must be scaled up. Appropriate language, book, media, and information policies are needed to develop environments in which literacy can flourish and be valued.

Strong and sustained political commitment on the cleft strategy for literacy is the starting point for stepping up progress. Governments must develop explicit literacy policies and place literacy firmly within education sector plans and poverty reduction strategies. There is urgent need for youth and adult literacy beyond formal school systems.

Ministries of Education have major responsibility for literacy policy. This is because they are best placed to integrate literacy into education sector strategies, promote life long learning co-ordinate publicity financed programmes and partnerships, and regulate accreditations systems. But in practice the responsibility is shared by other ministries.

The report states that Botswana, Eritrea, Namibia and Thailand are among countries where education ministries have well established adult or non-formal education units over seeing literacy programmes. On the other hand, Burkina Faso and Morocco have set up separate state structures for literacy and non – formal education to better ministerial co-ordination. In most countries, the report state, literacy activities are on a small scale and run by NGO’s including religious bodies. But countries must realize that they are faced with a daunting task if they are to take the commitment against illiteracy seriously.

### **3.5.2 New Learning Technology**

China, India and Mexico have conducted adult basic education using radio and television broadcasting. The report noted that locally produced interactive radio instruction and community radio can promote exchange between learners and programme providers, especially for widely scattered population or nomads” (<http://go.worldbank.org/14>). Distance learning and Information and Communication Technology (ICT) can provide opportunities for informal and non-formal literacy learning by adults, though access to technology is highly uneven in many contexts South Africa is experimenting with computer software for teaching literacy, but this is a very unpractical option for large scale provision with very low literacy rates. Cuba’s “*Yo, Si puedo*” programme used radio and video to enrich literacy teaching, has been adopted in several Latin American Countries and New Zealand

## **CHAPTER FOUR**

### **LITERATURE REVIEW**

#### **4.1 Education by Radio - Research**

##### **4.1.1 Bridge to Effective Learning through Radio**

The study was done by Usha Chaudar and Ramesh Sharma Indira Gandhi National Open University has been allotted 40 FM radio stations from which to broadcast educational programmes for the benefit of students and general public in India. These FM radio stations, delivered through the Gyan Vaninet work, cater to learners seeking to gain knowledge in the areas of basic, primary, higher and extension education. It is expected that the opening of India's airwaves will prove beneficial to the country's population. "This study examines the results of a survey conducted to obtain feedback from a representative sample of the Gyan Vani network's projected audience. The survey focused on audience's perceived need for a radio channel dedicated exclusively to educational programming, it also provided an opportunity for respondents to suggest possible programme content. " (<http://www.irodl.org/index.php/irrodl/article/viewfile/118/668>).

In general, respondents indicated that they looked towards the networks of Gyan Vani to fulfill personal and educational goals by offering certified vocational courses, coaching for entrance exams, updated information on careers, courses etc.

##### **4.1.2 Introduction**

India Gandhi National Open University (IGNOU) established in 1985. This marked an important milestone in India's educational history.

Through the use of open and distance modalities, IGNOU provides various educational options to those desiring to improve their qualifications and up grade their academic skills. This initiative was intended to establish a direct bridge between education and vocation, thus extending the scope and reach of higher education to underprivileged groups and individuals, many reside in rural India.

The mandate of IGNOU is to provide higher educational opportunities to one and all. This is the principle that acts to democratize higher education in India. In its effort to provide student support services and to deliver open, and distance programmes, IGNOU has developed a diversified delivery system comprising a vast physical network of regional study centres.

IGNOU is reinforcing interaction and feedback by the use of different types of study centres which have been electronic media and computer network radio, television, Cable TV, audio/Video Cassettes, CD ROMs, Internet, Interactive system (one – way – Video/two – way – audio tele conferencing) and interactive radio counselling. In this educational mix, radio is an important medium that helps support students studying at a distance, as well as those generally interested in expanding their knowledge.

#### **4.1.3 Radio for Education**

Radio has been used as a medium to provide education world wide. Radio technology was first developed during the late nineteenth century and came into popularity as an educational medium during the early twentieth century. It has often been over shadowed by other technologies such as television. However, radio remains a viable

medium that has proven educational worth in terms of both pedagogical importance and geographical reach. Radio is capable of delivering high quality educational programming to highly diversified audiences located across broad. (Tripp and Roby, 1996 in Usha Chandar and Ramesha Sharma). Radio is cost effective and capable of exerting greater learning effects than textbooks or teacher education. According to Tripp and Roby, radio has the advantage of permitting the teaching of subjects in which classroom teachers are untrained or lacking certain knowledge sets. Another benefit for multigrade classroom use is that radio can provide instruction for one group of students, while the teacher is occupied with another. Radio can also bring new or previously unavailable resources into the classroom, thereby greatly enhancing student learning (Multer, 1985). Radio can be listened to in private, at home or elsewhere. That is why it is preferred choice for those subjects which could be considered taboo like STDs or HIV/AIDS. Jaminson and Mc Anancy (1978) reported three main advantages of radio:-

- a) Improved educational quality and relevance;
- b) Lowered per student educational costs; and
- c) Improved access to education, particularly disadvantaged groups.

However, radio has disadvantages. One is that it inherently lacks interaction; instructors feedback and clarification are generally unavailable; instruction connoting be interrupted or reviewed by students (Unless it is a tape recorded) the pace of the lesson is fixed, note taking is difficult for some and time for reflection is minimal. To over come these drawbacks, preparation, supporting materials and

follow – up exercise are recommended where possible (Mc Isaac and Guna Warden, 1996).

Below are a few points made by the many academics that have researched the use of radio for educational purposes:-

## **4.2 Farm Radio Forum**

### **4.2.1 Canada**

One of the most dominant and widespread examples of the use of educational radio is known as "Farm Radio Forum." It was started in Canada in 1941 as a radio discussion program and served as a model which was adopted then in a number of developing countries. After ten years, its sponsors, the Canadian Broadcasting Corporation (CBC), the Canadian Federation of Agriculture (CFA), and the Canadian Association for Adult Education (CAAE), invited UNESCO to cooperate in carrying out an evaluation of the program and its effectiveness as an instrument of adult education (Abell, 1968; Coleman & Opoku, 1968; Mathur & Neurath, 1959; Nicol, Shea, Simmens, & Sim, 1954). The lessons learned from Canada such as the use of forums, multi-media, printed materials, two-way communication and various production techniques (drama, interview, panel discussion) were then introduced in India early in 1956, and in Ghana in 1964, with the initiative and sponsorship of UNESCO. The radio programs for rural forums have been concerned with the problems of agriculture, rural development, rural education, innovations, self-government, and literacy. Such forums have now been introduced in many developing countries. By 1968, a total of about 15,000 were reported (Nyirenda, 1981; Waniewicz, 1972).

#### **4.2.2 India**

In a study sponsored by UNESCO, Paul Neurath (1959, 1960) studied the effects of a Farm Radio Forum project at Poona, India. He compared 145 forum villages with non-forum villages. The forum lasted for ten weeks with a total of twenty programs. Each forum had twenty members who came together twice a week to listen to a thirty-minute program on subjects such as agriculture, health, and literacy. Forum members were interviewed before and after the project as were samples of twenty adults from each of the control villages. Each forum was visited and observed four times during the project. It was found that forum members learned much more about the topics under discussion than did adults in villages without forums. According to Neurath (1959):

Radio farm forum as an agent for communication of knowledge has proved to be a success beyond expectation. Increase in knowledge in the forum villages between pre- and post-broadcasts was spectacular, whereas in the non-forum villages it was negligible. What little gain there was occurred mostly in the non-forum villages with radio. (p. 105) In addition, Jain (1969) conducted a study on the effect of rural radio forums. He selected a number of villages in one area of India and formed in each one a volunteer group of adult farmers. All the groups listened to a twenty-five minute recorded broadcast on a topic of current rural interest; some followed it up with group discussion or decision making or both. Others were only expected to listen and take no further action. Tests were conducted after the

broadcasts. The results showed that group listening followed by group discussion was more influential in changing beliefs and attitudes towards innovation than was group listening without discussion. Group decision making was found to be an important factor as well. It enabled farmers to approach their problems in a more informed fashion and to work together towards the solutions.

In 1956, the "Maharashtra Radio Forum" project was carried out in India. The purpose was to determine if radio forums would work in India with rural audiences who were largely illiterate, rarely exposed to radio, and unused to organized group discussion. The objectives of the project were to stimulate discussion, increase participants' knowledge and, if possible, have the activities result in decisions and actions to improve village life (Bordenave, 1977; Mathur & Neurath, 1959; Sitaram, 1969). Interviewing was done before, during, and after the broadcasts. The evaluation showed that some action was taken by village groups, but that many group action decisions were never implemented because the necessary materials were not available. For example, a decision was made to use fertilizers on rice crops to increase productivity but, unfortunately, fertilizer was not available. From the evaluation results, it was concluded that forum members learned a great deal more than non-forum members. In amount of knowledge gained, illiterates did as well as literates.

#### **4.2.3 Ghana**

In Ghana, Abell (1968) conducted research into the effect of group listening to rural radio forums. Like Neurath's study,

Abell's research was financed by UNESCO. Abell selected the "Eastern Region of Ghana" for the experiment. Sixty experimental forums were organized in forty villages, while forty more villages were designated as controls. Twenty programs were broadcast once a week from December, 1964 to April, 1965 exclusively. Five programs dealt directly with agricultural problems while the rest took up the problems of family living, national policy, and relationships with government. Each forum met on the day of the broadcast and exchanged ideas on the topic, then listened to the broadcast and discussed it. After the last session, forum members as well as the control group (non-forum members) were interviewed on what they had learned from the broadcasts. When the results were compared they revealed that forum members learned more than the non-forum members.

#### **4.2.4 Republic of Benin**

In Benin Republic, radio was used to educate rural peasant farmers in the 1960s. The process involved the organisation of small listening groups, called "Radio Clubs," formation of national and departmental committees, use of village chiefs as presidents of the radio clubs, and the use of animators as group leaders. Group discussions were carried out after listening to the broadcasts, and the animators provided reports on group discussions. After one-and-a-half years of experimentation, an investigation was carried out to collect the reactions of the peasant farmers. As a result of the investigation, the administration of the Agricultural Radio programs and organization of the radio clubs was reformed. A national

committee was formed to assume the responsibility of planning the agricultural broadcasts calendar. Topics on rural life and on general motivation were developed for the programs. Messages from the radio clubs, and questions and answers of interest to the development of agriculture, all formed important themes for the radio programs. Department committees were also set up to make recommendations to the national committee on topics and subjects for the radio broadcasts. A year later, a national seminar was organized to evaluate the achievements of the Agricultural Radio. "About 60 participants, mostly district heads and a few operational heads, attended the seminar" (Anyanwu, 1978, 1). The results of the evaluation revealed that rural radio is an effective instrument of information and education among the rural peasants. Anyanwu concluded:

Through education from the radio, the peasants have grown to understand how to work better, even with the use of new implements which also require new techniques for the development of agriculture. The success achieved in this direction has demonstrated that through collective listening, discussion, and the use of audio-visual aids, the radio can contribute substantially to the process of transformation of agricultural traditions, as well as some social and economic attitudes in general (p. 15-16).

#### **4.2.5 Thailand**

In Thailand, Punasiri and Griffin (1976) summarized the Farm Radio Forum Pilot project. The purpose of the project was to strengthen existing agricultural service and to obtain qualitative data on the value of radio farm forums in facilitating

communication between the farmer audience and the extension service. The programs included interviews with specialists, discussions from listening groups, announcements, and answering questions from the groups. The evaluation was designed as an integral part of the project activities. It used a number of methods to collect data, namely "weekly Radio Farm Forum reports and attendance records; follow-up visits to villages; observation notes; surveys of Radio Farm Forum leaders and members; survey of Provincial Level committee members; post-project seminar with group leaders and final presentation to DOAE (Department of Agricultural Extension)" (p. 6). The evaluation found that the two-way flow of information between the farmer and the extension workers had improved. The frequency of farmers' contact with extension agents increased as farmers felt that the agents were trying to provide information directly relevant to their perceived needs. Retention of information and overall learning were greatly improved because of high interest in the content and the reinforcement of messages by various communication channels such as radio, literature, and field visits by extension agents and technicians.

Finally, the extension staff and the farmer audience were found to be extremely motivated by the Radio Farm Forum activity.

## **4.3 Education and Communication**

### **4.3.1 An introduction**

Assessment of communication programs, projects, and experiments have repeatedly shown that radio can teach; it can present new concepts and information (Gaida & Searle, 1980;

White, 1976, 1977; Leslie, 1978; Jamison & McAnany, 1978; Byram, Kaute, & Matenge, 1980; Hall & Dodds, 1977; McAnany, 1976). In this regard, Sweeney and Parlato (1982, p. 13) concluded that "...radio plays an effective educational role both as the sole medium or in conjunction with print and group support."

#### **4.3.2 Nicaragua**

In a project for teaching mathematics by radio to school children in primary grades in Nicaragua, students who were taught through radio lessons achieved significantly higher scores in the final evaluation than those taught through regular, face-to-face, classroom instruction. Rural students, tested against rural control groups, benefited more than urban students tested against urban control groups (Gaida & Searle, 1980). The project evaluators hypothesised that radio lessons were particularly effective in raising the level of knowledge of those who knew least, which in this case were the rural students.

#### **4.3.3 Kenya**

Using a format which combines entertainment, humour, and instruction, Kenya's nationwide weekly radio program, "Giving Birth and Caring for Your Children," was measured effective in educating the audience about modern child care practices (Hostetler, 1976; Jamison & McAnany, 1978). The results indicated that more than one-half of those interviewed listened for the educational content, while more than one-third listened for the entertainment. The survey showed general recognition of the major theme (child care) and a high recall on topics covered by the program.

### **4.3.4 Botswana**

A civic education project was organized in Botswana by a community college to provide villagers with basic information about the government and its procedures about citizens' rights and responsibilities. The radio programs were heard and discussed by listening groups. Pre- and post-broadcast surveys revealed a definite increase in people's knowledge and awareness of government and of ways people can participate in development processes (Byram, Kaute & Matenge, 1980).

## **4.4 Dialogue and Innovation**

### **4.4.1 An introduction**

The potential of radio to motivate listeners to take action, modify behaviour, and undertake activities is evident in the literature reviewed thus far. In some cases, radio has been used effectively to advise populations of new government policies and to encourage discussion, feedback, and eventual support for new measures. Radio has also been used to promote community development, innovation, and other programs in which self-help and community participation are essential (Bryam, Kaute & Matenge, 1980; Cassirer, 1977; Punasiri & Griffin, 1976). There is some evidence to suggest that radio alone can bring about results (Ray, 1978; Cooke & Romweber, 1977). Other reports have examined the results of radio when used in conjunction with some form of interpersonal support such as discussion/study groups, printed materials, or contact with extension workers (Cerqueira, Casanueva, Ferrer, Fontanot, Chavey, & Flores, 1979; Bordenave, 1977), and found them to be very efficient and effective.

While most communication and education experts agree that radio can play an important role in inducing change, the ability to bring about such change using radio alone remains controversial. Sweeney and Parlato (1982, p. 16) state that "...established theories of communication hold that human interaction is necessary at some point in getting individuals to adopt innovations."

It must be noted that most of the evaluation studies reporting change in behaviour were based on self-reported action by those interviewed, rather than by independent observation. For that reason, the potential of radio has been particularly difficult to ascertain on this issue. Nonetheless, there is some evidence about change and actions produced by radio in developing countries. For instance, a five-year "Basic Village Education" project was carried out in two geographic areas of Guatemala in 1973. The purpose of the project was to change farming practices and improve production through a regular flow of information (Ray, 1978). Review the evaluation, Sweeney and Parlato (1982) concluded.

#### **4.4.2 Spanish-speaking farm areas**

In South America, the Spanish-speaking farm areas, radio alone was an adequate source of information, much of which was translated into action. For the less developed area, a mixture of radio and home visits by a field worker and an agricultural specialist worked best. (p. 16).

### **4.4.3 Mexico**

A study of nutrition education in rural Mexico compared the effectiveness of a mass media group (radio with posters and pamphlets) with a direct education group (teachers and audio-visuals) in transmitting nutrition concepts. The study included three geographic areas with similar characteristics, all in the same state. Villagers in one area were taught by radio. In a second area, the method was the regular, face-to-face classroom instruction by teachers. The third area was a control, not taught directly by radio or teachers. They were not made aware of the radio programs but some of them could have listened to them. Knowledge of nutrition concepts was evaluated immediately after instruction and three months later. One year later, changes in diet were studied.

The evaluation showed that nutrition concepts were learned equally well using mass media and regular, face-to-face classroom instruction. Both groups reported a positive change in food consumption habits. It was observed that radio messages were more uniform than the regular face-to-face methods of education, as messages were received in identical format by all listeners. Also style of presentation and content did not vary as they did from teacher to teacher indicating the uniqueness and uniformity of educational radio in teaching disadvantaged adults in developing countries (Cerqueira et al., 1979; Sweeney & Parlato, 1982).

## **4.5 Discussion**

Many writers have proposed that educational radio can be most effective when supported by trained facilitators, group learning, group

discussion (dialogues), feedback, and the use of multimedia approaches. For example, Perraton (1978) argued that trained facilitators must be used in order to successfully utilize educational radio. Similarly, Higgs and Mbithi (1977) contend that a "good program has to be backed by careful training of trainers, preparation of training materials and continuous improvements in these" (p. 42). Perraton (1978) stated that group learning is more effective than individual learning and that group discussion is an effective method of learning from radio. The facilitator must converse with students in order to emphasize the main points covered by radio programs as well as to provide feedback where necessary. The facilitator must ensure that programs are supported by visual demonstrations, that groups are cohesive, and that discussions are carried out effectively by employing techniques of group discussion (Daniel & Marquis, 1983; Moore, 1983). Also, multi-media such as print materials, posters, films, and chalk boards, must be used to elaborate the main points to students.

Based upon experience with the Open University, Sewart (1983) claimed the study centers where students interact help each other, replay programs, and opportunities for practical experiments are important. The study centre aids the effectiveness of educational radio and acts as a link between the institution and the local community in which it is embedded.

Finally, Bates (1982) argues that it is important to identify clearly the primary target audience in order to select appropriate production styles and transmission arrangements which are best suited to that audience. He reviews some research which "...supports the use of dramatization for reaching the disadvantaged" (p. 48).

## **4.6 Conclusion**

It is acknowledged that there is no single "best" format for utilizing educational radio. The paper had examined some of the literature describing various applications of educational radio in developing countries in order to determine general lessons which can be learned from those experiences but not to argue that any particular format or approach is ideal. Each situation in which educational radio is employed will be unique in some important ways which will impact instructional design considerations.

Unfortunately, many of the studies which have investigated the effectiveness of educational radio have not been carefully designed and their results must be considered with some caution. Nonetheless, there is considerable support for the view that radio is an effective medium of instruction and its widespread availability developing countries underscores its educational potential and importance.

Dr. Florence Odera, Maseno University did a study on the use of World Space Radio to improve quality of primary education in Kenya at distance.

## **4.7 World Space Radio**

Following the introduction of Free Primary Education (FPE) in Kenya when the government of President Mwai Kibaki came to power in 2003, many primary schools have experienced large enrolment of pupils in classes one to eight such that in some schools there are over 100 pupils per class with only one teacher. Such increased enrolment influenced by the removal of tuition fees, and provision of free learning materials. Some schools have not been doing well due to lack of teachers and relevant resources, while others have managed to

perform well. The large number of students who join school continue to be so large that the impact is for reaching and causing a lot of concern due to inadequate physical facilities, teaching and learning resources and qualified teachers. In order to meet the challenges of free primary education, the Kenya Government recently introduced world space radio broadcasts to schools to supplement improve classroom teachers work and the quality of education at distance. The biggest change that faces free primary education is more on access to quality learning rather than quantity. With such observation and criticism of free primary education, a study was undertaken to bring into light the contribution of world space radio improve the quality of teaching and learning at distance in primary schools in Kenya. A semi-structured interview was used to collect data from head-teachers and classroom teachers.

The overall findings showed that students learn from radio lessons and teachers also benefited from well researched programmes that helps to improve their teaching.

The methodical development and utilization of radio broadcast for school began in Kenya in the 1960 as a national strategy for improving the standards of education, to widen access to education, to improve teachers' qualification and to extend educational opportunities beyond the school through distance learning and teaching so that large number of people both young and old in rural as well as urban could take part. It was also recommended to be used in schools where no alternatives for education exist, and to motivate students to learn so that the probability of students dropping out could be reduced. For many years radio programme have been used in Kenyan schools for distance learning with full support of the Kenyan Government.

However, in 1995, schools broadcast was discontinued due to the high cost of radio production and transmission problems that were faced by the Government. In recently, however, interest in radio was revived, and in order to improve the information base in radio's potential in education and development, the World Bank funded World Space Radio so that relatively isolated rural population that have had limited or no previous education could be reached to overcome the handicaps by offering distance education. At present radio lessons are broadcasted during normal school hours by World Space Radio in conjunction with Kenya institute of Education. Currently radio lessons are broadcasted during normal school hours by World Space Radio in conjunction with Kenya institute of Education.

The year 2003 saw World Space Radio adopting new consumer media in Africa. It brought about satellite radio to the world, created satellite radio "Boom boxes" and portable receivers from Hitachi, Panasonic, JVC and others. World Space Radio also delivers multimedia education, video, audio, PowerPoint, website and email via a satellite radio to computers without the need phone or cable connectivity. It is currently being used by military around the world to bring troops their favourite music and stations "wherever they are stationed." World Space Radio has been the first to create multimedia education programmes via satellite radio in Kenya. Pakistan and countries around the world and to show and test satellite radio in Europe World Space Radio uses its two satellites, Afristar and Asiastar, to broadcast more than 100 digital quality audio channels to people around the world. Each satellite has three beams directly to portable in car and per receivers. Also, each world space receiver is equipped with a date part that transforms it into a wireless modem. Thus, the world space receiver can also broadcast multimedia content. The World Space Radio digital satellite

signal means no fading, noise or interference. The system delivers crystal clear digital quality sound in a coverage area of 14 million square Kilometres. As long as you are in line of sight with the satellite, you will never use the World Space Radio high quality sound. One can listen to regional dance music, Jazz, pop, country or classical music. One can hear news, financial information, and even weather reports. In African World Space Radio offers programming not just in English, French and German but Hindu, Urdu, and Swahili too. In Asia, languages include English or French, Japanese, Tamil and Malayalan. The aim of World Space Radio is to broadcast on the African learning channel that is reaching an actual audience of six million people with education and information on critical subjects such as HIV/AIDS along with structured programme for women on Micro-enterprise.

#### **4.7.1 Using World Space Radio in Teaching and Learning**

World Space Radio receivers have been deployed in every school in Kenya with the Kenya Institute of Education continuously train teachers and supplement the daily education of the large number of Primary pupils. The deployment was completed in May 2005 to allow those projects to reach 11 million Kenyan students every day. After school hours, in the afternoon, World Space Radio receivers are used to deliver audio-drama, entertainment and education to adults and professionals. The radio lessons are accompanied by printed material sent out to schools in advance in order for the students and teachers to know the time and date of the lesson and teachers also get notes on how to use the radio lesson. The role of the head teacher in the use of radio broadcasts.

The scope and mode of using radio in the school also relies heavily on the head teacher. The part played by the head teacher in the whole exercise helps to determine the effectiveness, efficiency and shapes the manner in which radio broadcasts are used in the school. The head teacher in a primary school is the one responsible for providing teachers with media responsibility. Head teachers in Kenya have been advised to ensure that:

- a) There are working radios in the school.
- b) There is a school radio time table.
- c) Every teacher whose subjects are covered by radio has a class timetable indicating programmes.
- d) There is a school timetable showing the entire radio programme.
- e) All the teachers' guide notes are available and given to the teachers concerned.
- f) Teacher's schemes of work include radio programmes.
- g) Teachers incorporate radio programmes in their lesson preparation.
- h) The necessary assistance and supervisory work are provided.
- i) A teacher has been appointed to be in charge of all media materials and broadcasts programme in the school.

The head teachers have been encouraged to try to assist teachers by providing the necessary facilities for effective utilization of resources.

The role of the teacher in the use of radio programme from experience, teaching with any medium requires careful

planning. If world space radio programmes are to be used effectively the teachers' role must be spelt out clearly. Proper utilization of radio programmes in the classroom involves many things. Some of these requirements are based on teachers' attitude and others depend on the classroom environment, weather condition, the number of students in the class and the availability of media resources.

To make effective use of radio programmes teachers need to encourage the students by motivating them to learn effectively from radio programmes. They need to help students to benefit from listening to radio broadcasts. The quality of the programmes also contributes to their effectiveness in meeting the learning need of the students.

Experience reveals that the role of teacher is very important in the effective utilization of radio programmes. The classroom needs to be organized to provide the optimum conditions for listening.

Teachers in Kenya have been advised about the problems of unorganized classes during broadcasts. This creates confusion and should be avoided.

Teachers have been encouraged to:-

- a) Have a class timetable indicating radio programmes.
- b) Appoint one student to be in charge of collecting the radio set from the store / office.

- c) To remind the students about the coming programmes by writing the programmes title on the chalkboard in advance.
- d) To prepare for the programmes and to improve materials where necessary.
- e) To take part in the listening exercise with students.

The presence of the teacher in the class during broadcasts is also important. Taking part in the listening process with the students motivates them. For instance, it enables the teacher to identify those with hearing difficulties so as to sit them near the radio.

The teacher can also encourage the students to respond to radio presenters. Being in the class with a student helps to maintain classroom discipline during broadcasts. Effective preparation for using radio lessons will of course vary according to the subject, the nature of the programme, and the level of the class. But the listening situation should be pleasant, comfortable and orderly. Teachers should refer to students' experience relating to the subject of the broadcast, to add to what is covered by the radio. To be able to use the programmes effectively, teachers in Kenya have guide notes to refer to before the broadcast. However, if World Space Radio programmes are seen as an integral part of the whole learning situation contributing to its success, then teachers need support to perform this role effectively. By using the appropriate materials, skills and classroom techniques. Radio programmes can be used efficiently and easily by both teacher and learner.

#### **4.7.2 Advantages of world space radio broadcast lessons**

The objective of educational radio broadcasts in Kenya is to transmit and distribute to schools and the general public educational information over the radio or television, thus improving and enriching education in a distinct and specialized way.

The programme highlights difficult areas of the curriculum by getting professionals to produce good materials to supplement and reinforce teacher's work.

The use of world space radio lessons provides equal opportunities for school's access to learning resources so as to increase students' performance in school work. Programmes such as those dealing with History and Science can supply up to date information on recent inventions, scientific advances the history of tribes world leaders and current affairs.

Moreover, through the use of music, drama, and special techniques radio brings more interest and if a thorough follow up is made, more learning may be achieved. Further more, an expert presenting a radio programme in foreign language such as English or French, Germany or Kiswahili to Kenyan students provide a standard for spoken language for students, teachers and the public to emulate.

During broadcasts, students are given the opportunity to construct a mental picture of event. This way helps to sharpen their imaginations and creativity. A radio programme may have an emotional impact on students in the class because it does not

offer visual events like the television. Programmes can sustain interest by employing vivid narration and dialogues. Radio lessons help to break the monotony of the regular classroom teacher's voice. Apart from the regular school broadcast there are other non-formal programmes dealing with topics such as programmes that enrich and supplement teaching.

Radio programmes assist teachers in taking unfamiliar topics through the way in which the curriculum content is presented. Some teachers find the programmes useful to revise what they have taught and to introduce new topics at certain times. In some schools, teachers use radio programmes to overcome the shortage or lack of reference books, classroom textbooks and other conventional instructional materials. However, all of these instructional radio advantages are possible only if the programmes are professionally prepared and pre-tested at all levels to ensure that they achieve the goals of teaching and learning.

Radio broadcast lessons are well researched, planned and presented effectively hence interesting and incorporating up to date thinking in the field of education. They act as a catalyst for learning among students at the same time help to stimulate education to reconsider methods of teaching.

#### **4.7.3 Disadvantages of radio programmes**

World space radio poses great challenges as a medium of instruction. Though radio as a tool is relatively cheap and affordable for many schools and broadcasts are transmitted to all

parts of Kenya, it has some shortcomings which hinder its full potential as an effective medium of instruction in the school:

- a) Radio cannot offer personal contact unlike the classroom teacher.
- b) Some teachers who are not keen often leave the students to listen to the programmes on their own.
- c) Others use the medium only as a source of information and ideas, listening to the programmes on their own and then using these materials for teaching later on.
- d) Radio lessons cannot account for the presence of the listeners (as with books) or whether they are listening or not. It does not even cater for individual differences in the class. The broadcasts assume that every pupil has some understanding or is at a certain level to be able to understand everything (including slow learners and the hearing impaired).
- e) Further more; there is also lack of immediate feedback which is normally enjoyed in a classroom where there is face to face discussion.

However, whatever the negative aspects of the medium, world space radio provides multi lingual support, teaches pronunciation, enhances meaning for images and accommodates non-readers and weak readers (Feinrich, 1997). World space radio materials can effectively guide learning for students with poor reading abilities in several ways e.g. use of audio tape recording which learners can use at their own time.

#### **4.7.4 Area of Study, Sample and Results**

The study adopted a survey research design. A semi-structured interview was used to each in boys, girls and mixed primary schools. The items of the interviews are summarized as shown in the data analysis section.

This study was carried out in Primary schools in Nyando District, Nyanza Province. Nyando District is located within western sides of Kenya, where it forms an important part of Nyanza Province, Kenya. It shows boundaries with Kericho, Nandi, Kisii and Kisumu Districts. It covers an area of 1168 Km with a population density of 257 persons per Km and 200 Primary schools.

The sample consisted of 30 head teachers and 180 Primary school teachers using World Space Radio, drawn from Rural, Urban and suburban areas.

According to the head teachers, all teachers in the schools were trained teachers. The head teachers from rural areas felt that the teachers were not enough to cater adequately for the large classes in Primary schools and there was a problem with discipline during listening period. Most of the head teachers reported that the radio sets were in good order and available for use by the teachers during broadcast time. While a group indicated that teachers were keen to use radio in teaching and learning.

In general, head teachers were very supportive and encouraged teachers to use radio lesson to supplement classroom teaching. Most of the classroom teachers in the study used radio twice a week. They also reported that they valued world space radio and

used it for group teaching by combining streams of classes for listening to radio broadcast. 52 % of the interviewee regarded radio programmes as valuable, and they all agreed that students learn at least something from listening to world radio.

Likewise, both teachers from Rural, Urban and Suburban indicated reasons why they used radio in teaching and learning. Four of the reasons given by the interviewees refer to subject content. They mentioned that the programme included good points related to the Syllabus and schemes of work, and that they developed new knowledge, listening skills and pronunciation of words. Teachers reported that programmes were well researched, that they tackled some topics which are not in the textbooks (e.g. awareness of diseases like HIV/AIDS and international education).

#### **4.7.5 Teachers views about the potential of radio in teaching/learning**

Improving teaching: 75% believed that radio programmes were good and that they were well researched and presented in a stimulating and interesting manner. The majority of teachers supported the use of radio programmes and acknowledged the benefits of broadcasts lessons. Some indicated that World Space Radio has helped to improve their classroom presentation and helped them tackle difficult topics. About 89% gave positive response about using radio to improve teaching methods

Improving students learning: Most of the participants reported examples of students learning from radio programmes. A Kiswahili teacher reported that using radio helped to improve



Kiswahili language. "When I came to this school the girls were not speaking in Kiswahili language because they did not know, but since we started using radio programmes they can now express themselves in Kiswahili."

Widening access to education: 63% believed that radio helps to widen access to education, because information from radio reaches everyone who listens to it. A high proportion of teachers agreed that using radio programmes helps to introduce new ideas and improve their own teaching qualification, cost benefits. The majority of participants 67% believed that is more cost – effective to use the radio and cassette recorders in teaching them conventional methods of teaching thus recommending investment in radio technology as a suitable for distance learning. Teachers believed that radio is useful for curriculum innovation and economically because one person can teach the whole nation the same thing at the same time.

The views of teachers regarding broadcasts learning by expressing their views concerning improving learning, motivating learners, widening access, extending knowledge, improving listening skills and extending learning opportunities.

Similarly, teacher's comments about the effects of school radio programmes on students learning were very positive. The participants reported that their students were able to discuss with the teachers and even among themselves about the content of the radio programmes that they listen to With regard to problems affecting effective use of audio programme, the result showed that teachers rated the factors that they felt the use of radio in teaching /learning. Some of them said that they were

not able to use live broadcast due to transmission breakdown and lack of adequate time. However, the overall funding of this investigation revealed that 30% had no problem but 70% reported having problem with fitting timetable with the rest of the subjects.

#### **4.7.7 Summary**

The research study aimed at examining the contribution of world space radio to improve the quality of teaching and learning in school in Nyando District, Nyanza Province in Kenya. In trying to identify the contribution of programmes the study looked at availability of radio sets, access to receivers in schools, capabilities of world space in teaching and learning at distance, the role of the teacher, head teacher in the utilization of the radio programme, benefits and limitations of radio as a medium of instruction. Based on the finding suggestions could be made to improve the use of world space radio in Primary schools. With regard to problems affecting effective use of audio programme, the result showed that teachers rated the factors that they felt the use of radio in teaching /learning. Some of them said that they were not able to use live broadcast due to transmission breakdown and lack of adequate time. However, the overall funding of this investigation revealed that 30% had no problem but 70% reported having problem with fitting timetable with the rest of the subjects.

#### **4.7.8 Conclusion**

The participants in both of the schools surveyed had similar views of the use of world space radio to motivate students to

learn, to improve the quality of learning and classroom instruction. However, some classroom teachers expressed their problem with the use of world space radio in teaching and learning. This study also reports the benefits and limitations of using world space radio. Radio offers one of the most practical and effective means of communication to improve the quality of education at distance in a developing country such as Kenya. It is a powerful low cost medium compared to television and computers. Reception in most part of country is generally good, and about 90% of the population can be reached through the use of radio. The study therefore, recommends that the developing countries like Kenya should invest heavily in radio technology for distance education because listening fosters imagination creativity and development in the country. Radio is affordable and the information or messages reach many people in different parts of the country at the same time, thus promoting education at distance.

#### **4.8 Can Interactive Radio Instruction (IRI) Programmes Move from Pilot to National Programme?**

##### **4.8.1 The Case of Guinea**

The Republic of Guinea, a former French colony on the West African coast, provides an example of how a multi channel learning approach and IRI can and do improve instruction on a nationwide scale. In Guinea, school enrolment has been at best around 40% (and closer to 30% for girls), and dropout, particularly female dropout, was frequent, and repetition rampant. Even for those who attain grade 6 (about 35% of those who start primary school), more than half fail the state exam that allows them to graduate to the seventh grade.

The Guinean curriculum is not strikingly different from or more difficult than the curriculum used by neighbouring nations with higher enrolment and retention rates.(Indeed, due to the traditionally centralized nature of instruction in the former French colonies, curricula are strikingly similar across francophone Africa.) This suggests that it is not what is being taught in Guinea, but, rather the organization of the learning process—or the flow of what there are materials that rely primarily on "print" to channel information toward the student workbooks for children in grades 2-6, and short-story readers for children in grades 1-2. Finally, there is a primarily visual channel: colour posters, of which every primary school classroom has a set. IRI was the glue of this nationwide system of teacher support. The radio programs quickly developed such a large following that teachers and students did not want to miss a single program. The reach of radio allowed EDC to introduce strategies, ideas, and resources into every classroom in Guinea in a much more efficient manner than organizing the equivalent amount of face-to-face training. Print materials also were distributed nationwide and were linked to the radio programs in such a way as to be supportive of and complementary to the IRI material.

At the very least, the addition of IRI programs and print materials to the teachers' spoken explanations of French vocabulary and basic math provide the children with a second auditory learning "channel" (the IRI programs), a more stimulating visual "channel" than their own notebooks (the

colour posters), and a number of kinaesthetic "channels" supplied by the activities recommended in the IRI programs, on the backs of the posters, and in the teacher's editions of the workbooks and readers. All of the different materials are specific to the Guinean context and use objects/examples from the students' surroundings, thereby drawing on the learning "channel" to which students are exposed the most: the one that links them to their homes, families, and communities. Teacher development is also an important component. Both face-to-face training and materials focus on widening the channel of teacher-student communication to permit two-way communication (teacher-student and student-teacher). Once teachers are able to accept student input along the teacher-student communication channel, they are better able, for example, to perceive the abilities of their female students and better able to call on those abilities in organizing student-student communication. In addition, the combination of multi channel materials introduced was designed explicitly to facilitate a more integrated, student-centered flow of instruction in the classroom. In this sense, the materials are designed as much for the teacher as for the student. They provide support to the Guinean teachers as they try new practices and new configurations in the classroom. For example, the IRI programs prompt teachers to pair students for certain activities, thus facilitating cooperative learning; they prompt teachers to call on girls as well as boys; and they pose questions directly to students that require higher-order thinking skills such as problem solving and analysis. By doing these things, they support teachers in expanding their repertoire of instructional practices. The print materials and

posters are designed to do this as well, because they provide structured activities the teachers can try, modify, or build on as they gain confidence and become more comfortable with the new practices.

Although the materials in themselves help to create new learning opportunities, when the flow of information along the teacher-student channel is improved in these ways, they function with maximal efficacy to improve Guinean children's learning environment.

#### **4.9. Radio for Educational Purpose in India**

Vagas, Sharma and Kumar (2002) reported some major educational radio projects in India:

The school Broadcast Project was commissioned in 1937 to focus on elementary school students. Adult education and community development project (Radio Forum: 1956), served residents of 144 villages in the vicinity of Poona, Maharashtra state, which were the main beneficiaries. Farm and home broadcast project, which commenced operation in 1966, target farmers and those living in rural towns and villages. University broadcast project, launched in 1965, target university students. Language learning programme, launched in 1979 – 80, provided instruction in Hindi as a first language to school aged children.

##### **4.9.1 Research Finding**

The research findings were over whelming in favour of interactive radio. Education by radio is here and here to stay. The radio has great educational worth goes without saying; for it is but the human voice at long range and may be the voice of an

instructor, whether school teacher, preacher or statesman. One good lesson from a single instructor may reach millions of listeners (Rivierda Harding, 2007:44).

#### **4.10. Articles and Books.**

##### **4.10.1 Educational Radio Project in America – 1936 – 1940**

In America an educational radio project opened for four and one – half years, from January, 1, 1936 to June 30, 1940. In that period it cooperated with the National Broadcasting Company, the Columbia Broadcasting system and various governmental and non-governmental agencies, such as the Nation Congress Of Parents and Teachers. During this period of office of Education experiment with forms of organization for the purpose of securing programs educationally reliable as well as listenable. Many of its programs received high awards and high ratings in various studies of listener ship habits. There is considerable evidence that the more successful techniques developed in these experimental and demonstration programs have been used or adapted by other groups.

##### **4.10.2 Promoting the cause of Education by Radio**

Studebaker notes that this is the age of communication. And because education is communication, the development of any form of communication is vital to education. Should the office of education help co-ordinate research of education by radio?

He contends that many universities have assigned graduate students to studies in the field of education by radio. Often these studies are American based, such as the Indiana University's

study of listening habits. Studebaker observed that by encouraging parallel studies the office of education could help the nation obtain comparative facts of great value.

He quoted President Roosevelt as having said, "...radio function .... are clearly a part of the educational activities of the government. If democracy is to succeed, we must have an increasingly rapid and effective exchange of views based on facts impartially assembled and used for educational purposes. We know that radio is a powerful medium available for such purposes."

Studebaker stated that, congress recognized the need when it established in the United States office of Education the position of Senior Specialist in Education Radio. So the office began to serve this new expanding field.

#### **4.10.3The Educational Panacea for Poor Countries**

Bates, A. W. advocates an educational approach that "offices hope for 100 children in the poorest nations who cannot attend school. He looks at experiences from a \$20 million USAID program in 14 of the poorest developing countries, based on the use of interactive "radio instruction (IRI) for teaching core curricular subjects (Math, Spanish, English, Science and health Education).

Interactive radio is direct teaching aimed at children in the poorest areas of developing countries, in the Barahona area of the Dominican Republic, there are 120,000 children who work from dawn to late afternoon in the fields and have no schools, no

time to attend. Interactive radio provides one hour a day of direct teaching for these children, in the other 13 projects the radio broadcasts are used in conventional schools "surrogate teachers, completely self-contained and understandable to the children without intervention" (P. 14). These broadcasts do not use the "passive" approach of traditional educational radio, where "the radio voices and the audiences interactive broadcasts have up to 200 "pauses" an hour for children to shout out responses to questions posed in the broadcast itself. Teachers are thus "freed" to deal with other pupils or to follow up the programs later which related work books. In most cases the broadcast scripts are targeted with national school curricular by local Ministry of Education Staff. He describes key projects like radio math Nicaragua, the Radio language Arts Project in Kenya, and the RADECO project in Dominican Republic.

He further describes the spread of IRI to other countries and plans for the future. Bates looks at implementation, sustainability and costs:-

*Very strong claims are made for IRI that it is low – cost (as little as \$0.50 percent per year); effective (impressive evidence of large performance gains are given, with greatest gains for children from poorest regions); easily accessible to the very poor; "interactive" and fun for the children and popular with teachers; and easily adapted to local circumstances and national curricular." (Bates, 1991, Journal of Distance Education).*

It is therefore the answer to educating the world's poor? What does one do in the meantime? IRI is a teaching strategy that

general Ministries of Education in poor countries and its American Sponsors consider to be highly successful.

#### **4.11 Wind Up Radio**

In Chipata the winder radio has extensively been used in the delivery of education. A wind up radio, sometimes referred to as clock work radio is a kind of radio which is powered by human muscle rather than batteries.

*You can simply wind up or crank a handle and it Will generate power that the radio can work off...for a short period of time. When the radio loses power, you just wind up the crank handle again and you have more power that the radio can use.*

<http://www.ccrane.com/radios/wind-up-emergency-radio/freeplay-plus-radio.aspx>.

Fig D: Picture of wind up radio



SOURCE: <http://www.ccrane.com/radios/wind-up-emergency-radio/freeplay-plus-radio.aspx>

The mechanism involved is rather easy. An integral electrical generator is run by a main spring, which is wound by a hand

crank on the case. Turning the crank winds the spring, and a full winding will allow several hours of operation.

## CHAPTER FIVE

### 5.0 Research Findings

#### 5.1 Introduction

The research was done in two phases. The first was from February to March 2008 and it concentrated around Chipata Urban. The second covered the period from April to mid May 2008. It focused on the rural areas of Chipata.

Chipata district is divided in sixteen zones by the Ministry of Education and the researcher randomly sampled eight. These were; Kanjala, Katopola, Gonda, Chiparamba, Mpezeni, Mazdimoyo and Kasenengwa zones.

#### 5.1.1 Data from the Questionnaire

##### 5.1.1.1 Radio Ownership

This variable was meant to see the number of people who own radio sets in both rural and urban areas in Chipata Table (a) represents the urban findings while table (a1) represents the findings in rural areas.

Table (a) (Urban)

Radio ownership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	73.4	73.4	73.4
	No	25	26.6	26.6	100.0
Total		94	100.0	100.0	

Table (a1) (Rural)

**Radio ownership**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	87.1	87.1	87.1
	No	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

It is clear that 73.4% of people own radios in Chipata urban and 26.6% do not. While in rural areas 87.1% have radios. On the other, hand only 12.9% said did not have radios.

**5.1.1.2 Favourite radio station**

This variable intended to show which of the two radio stations was more popular in urban areas and in the rural areas in the district.

Table (b) (Urban)

**Favourite radio station**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Radio Maria	18	19.1	19.1	19.1
	Radio Breeze	76	80.9	80.9	100.0
	Total	94	100.0	100.0	

Table (b<sub>1</sub>) (Rural)

**Favourite radio station**

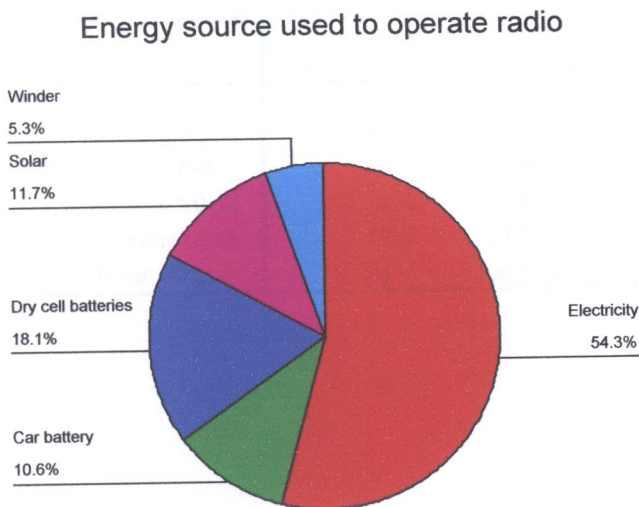
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Radio Maria	33	53.2	53.2	53.2
	Radio Breeze	29	46.8	46.8	100.0
	Total	62	100.0	100.0	

From the urban sample (table b) the findings were that 19.1% prefer Radio Maria and 80.9% percent preferred Radio Breeze. But in the rural sample (Table b1) had different result; 53.2% preferred Radio Maria but 46.8% preferred Radio Breeze.

### 5.1.13 Energy source used to operate radio?

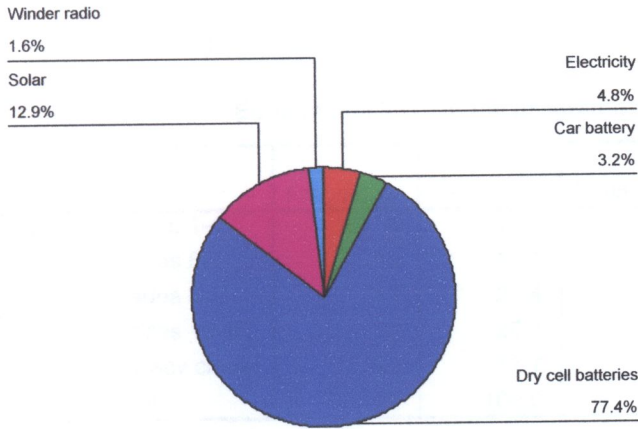
This variable was meant to find out the energy source used by respondents. The variable would help the researcher to establish the consistence of listening to the radio. The findings as represented by pie chart (a) below; urban response was that 54.3% use electricity, car battery 10.6%, dry batteries (cells) 18.1%, solar energy 11.7% and winder radios 5.3%. rural areas is represented by pie chart c<sub>1</sub> and it clearly shows that 4.8% use electricity, 3.2% car batteries, 77.4% use batteries (cells), 1.6% uses winder radios and 1.6% use solar.

Pie Chart a (Urban)



Pie Chart a1(Rural)

Energy source used to operate radio



**5.1.1.4 Educational level of the programmes**

Table c shows the result from Chipata urban. On the other hand table c<sub>1</sub> illustrates the rural results.

Table c (Urban)

**Educational level of the programmes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Grades 1-4	46	48.9	48.9	48.9
Grades 5-7	19	20.2	20.2	69.1
Grades 8-9	6	6.4	6.4	75.5
Grades 10-12	7	7.4	7.4	83.0
Literacy class	16	17.0	17.0	100.0
Total	94	100.0	100.0	

Table c<sub>1</sub> (Rural)

Educational level of the programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grades 1-4	8	12.9	12.9	12.9
	Grades 5-7	10	16.1	16.1	29.0
	Grades 8-9	17	27.4	27.4	56.5
	Grades 10-12	16	25.8	25.8	82.3
	Literacy class	11	17.7	17.7	100.0
	Total	62	100.0	100.0	

#### 5.1.1.5 Are Educational programmes helping learners?

Table (d) provides the responses by the urban respondents. The table shows that 96.8% answered in the affirmative and table (d<sub>1</sub>) representing the responses from rural areas was lower, 87.1% agreed that the educational programmes were helping learners in their schools. But the same question which addressed secondary schools in urban areas did not have over whelming results. However, 69.1% believed that radio was helping pupils in secondary schools but 30.9% felt that it wasn't, in rural areas 87.1% answered in the affirmative also but 12.9% did not agree. On how educational programmes were helping literacy classes in Chipata urban, the responses were as follows; 77% said yes, 20.2% said no and 2.1 % did not respond. Chipata rural had the following result; 79% concurred but 21.0% did not.

Table d: (Urban)

Are educational programmes helping pupils?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	91	96.8	96.8	96.8
No	3	3.2	3.2	100.0
Total	94	100.0	100.0	

Table d1: (Rural)

Are educational programmes helping pupils ?

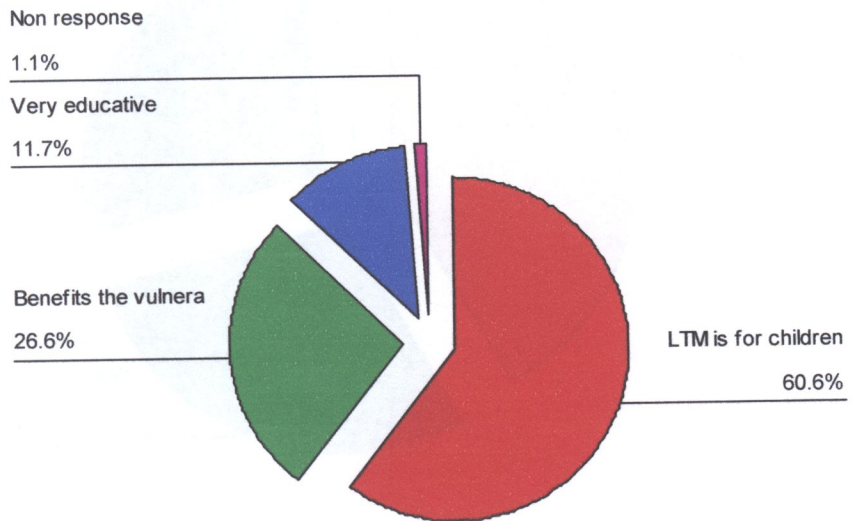
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	54	87.1	87.1	87.1
No	8	12.9	12.9	100.0
Total	62	100.0	100.0	

**5.1.1.6 Comment on the academic subjects aired.**

This variable aimed at drawing the views of the Chipata urban respondents with regard to how they rated the programmes especially Interactive Radio Instruction (IRI). In this case, 60.6% of the respondents indicated that Learning at Taonga Market (LTM) was fit for children in primary schools, 26.6% felt that these programmes benefited Orphans and vulnerable children (OVC), 11.7% said that the radio programmes were very educative and 1.1% did not respond to this question. Pie chart (b) illustrates this finding as an exploded pie chart.

### Pie Chart (b) (Urban)

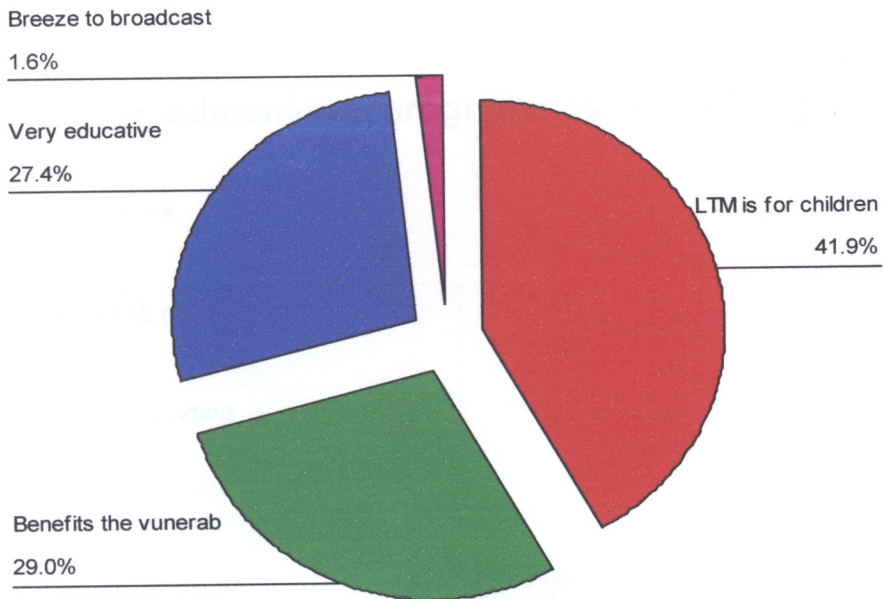
#### Comment on academic subjects aired



### Pie Chart (b<sub>1</sub>) (Rural)

Respondents in Chipata rural perceived things differently, 41.9% said LTM was for children in primary schools, 29.0% believed that the programmes were benefiting vulnerable children to gain.

## Comment on your academic subjects aired



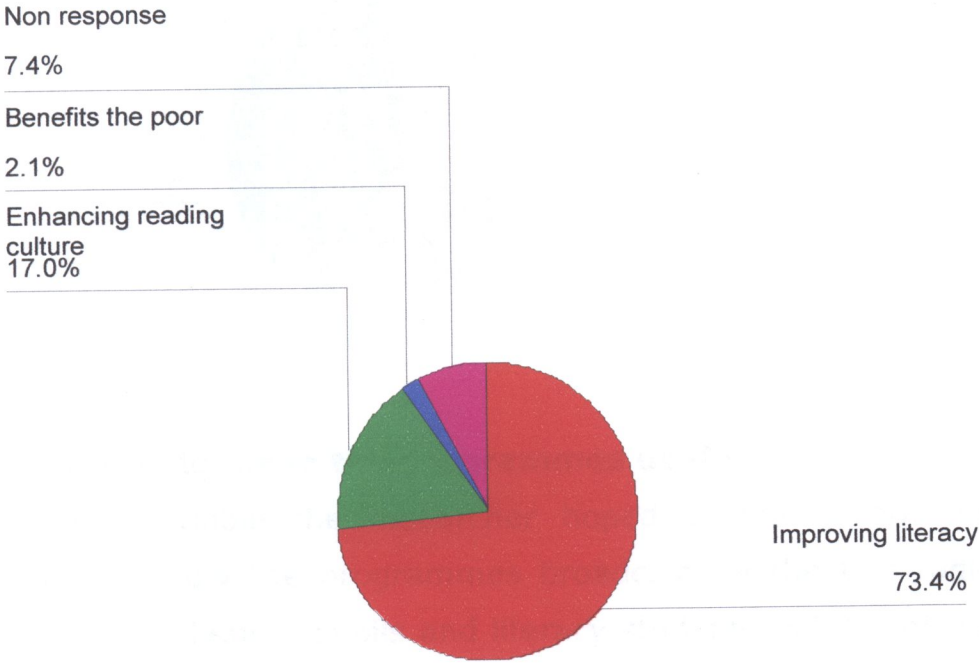
An education, 27.4% said that most of the radio programmes were very educative

### 5.1.1.7 How educational programmes are helping

The variable aimed at establishing how respondents benefited from the education programmes broadcast by *Radio Maria* and *Radio Breeze*. In Chipata Urban 73.5% said the programmes improved literacy, 17% felt that the programmes were enhancing the reading culture, 12.1% said they were benefiting the poor but 7.4% did not respond. This data is plotted on pie chart (c) below. In the rural areas, the following were the findings. 56.5% said the programmes helped to improve literacy, 21.0% believed that the programmes enhanced reading culture, 21.0% said the programmes improved society in different ways and only 1.6% felt that the programmes benefited the poor. The

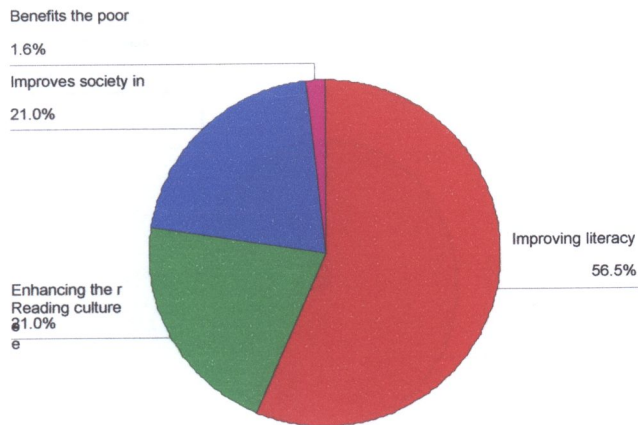
Chipata rural responses are as illustrated on the Pie chart (c) (Urban) below.

### How educational programmes are helping



Pie chart c 1 (Rural)

### How educational programmes are helping

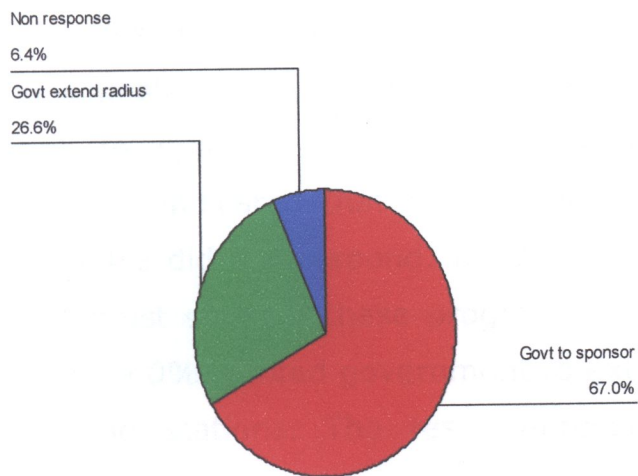


#### 5.1.1.8 How to make the programmes useful

From this variable the researcher hoped to learn from the respondents how the programmes broadcast by the two radio stations could benefit pupils and literacy students. 53.2% of the respondents proposed that the programmes should be more academic, 18.1% advised that radio stations should air the lessons published in the *Saturday Post*, 21.3% felt that pupils (and literacy students) should be sensitized in schools about these programmes and 7.4% did not respond. Pie chart (d) has illustrated this response below. In Chipata rural only two reasons featured prominently. These were, to make them academic (41) 66.1% and sensitize the pupils in schools (21) 33.9% pie chart (d<sub>1</sub>) has illustrated this below.

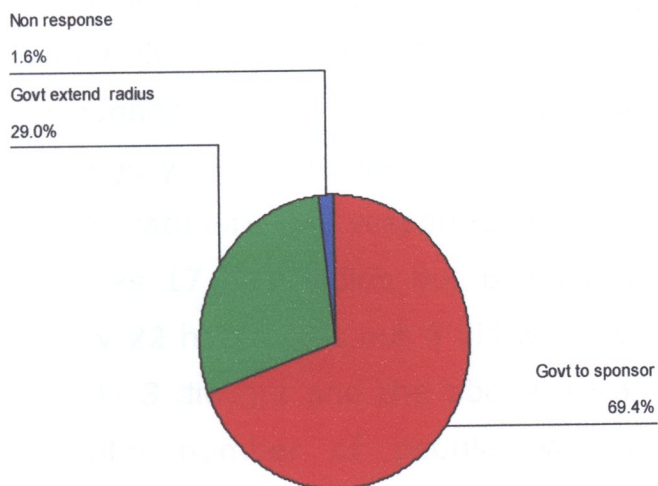
### Pie Chart d (Urban)

If not what should government do?



### Pie Chart d<sub>1</sub> (Rural)

If not what should government do?



### **5.1.1.9** What should government do if it was not helping?

With this variable, the researcher wanted to get suggestions from respondents on how government can play a role in making the programmes more useful to learners in schools or literacy classes in Chipata urban. In response, 67.0% advocated for government to sponsor the programmes at the two radio stations, 26.6% indicated that government should extend the radius and 6.4% did not respond. In Chipata rural, 69.4% said government must sponsor these programmes on the two radio stations. But 29.0% wanted government to extend the radius for the local radio stations. The rest, represent 1.6% did not respond.

The researcher also tried to cross tabulate the findings. The intention was to see how the variables interfaced with each other.

## **5.1.2 Cross Tabulation**

### **5.1.2.1 How old are you? / Do you own a Radio?**

The cross tabulation was meant to show the age versus the ownership of radio set in Chipata urban and the findings were that two respondents of 10 – 15 years old owned radios, 16 – 20 years old category, 9 respondents out of 18 had radios but the 21 – 25 years category five respondents out of 8, the 26 – 30 years categories 17 had radios but 6 did not, out of 31 – 35 years category 22 had radios but 4 did not, 36 – 40 years 7 had radios but only 3 did not and the above 40 all the 7 had radio sets. The total number of people who answered in the affirmative was 69 and 25 said no. The results in the rural areas

were 10 – 15 years, all the 4 respondents. Claimed they had radios, 16 – 20 years 5 out of 9 had radios, 21 – 25 years all the 5 respondents had radios, 26 – 30 years 15 respondents responded and 14 said they had radios, 31 – 35 years 15 said had radios but 2 did not. Above 40 years 5 people responded but only 1 said did not own a radio. The summary was that 54 owned radios and only 8 did not.

### 5.1.2.2 Age Cross Tabulated with where often respondent listen to a radio

These variables were cross tabulated because the researcher wanted to justify the findings where people listened to the radio from, because this could explain whether or not the respondent could follow education programmes in a friend’s house or other places. But if some one listened to the radio in their home, he/she was likely to be more consistent. The finding for the urban area of Chipata is illustrated in table (e) and table (e1) represents rural response.

Table (e) (Urban)

Age \* Frequency of listening to radio Crosstabulation

Count		Frequency of listening to radio					Total
		Always	Most of the time	Usually	Sometimes	Not at all	
Age	10-15 years				2		2
	16-20 years		5	1	11	1	18
	21-25 years	3	3		2		8
	26-30 years	7	8	2	5	1	23
	31-35 years	6	12	3	5		26
	36-40 years	3	1		6		10
	above 40 years			5	2		7
Total		19	29	11	33	2	94

Table (e1) (Rural)

Age \* Frequency of listening to radio Crosstabulation

Count		Frequency of listening to radio					Total
		Always	Most of the time	Usually	Sometimes	Not at all	
Age	10-15 years			1	3		4
	16-20 years	3	2	1	3		9
	21-25 years	2			2	1	5
	26-30 years	6	1	1	5	2	15
	31-35 years	4	3		7	3	17
	36-40 years	2	2		3		7
	above 40 years	2			3		5
Total		19	8	3	26	6	62

### 5.1.2.3 What kind of energy source do you use to operate your radio/How Often do you Listen to these Programmes Cross Tabulation

The variables were cross tabulated because the researcher wanted to know if the energy source had any influence on the frequency of listening to a radio. This can also explain the fact that the longer a respondent listens to the radio, the more likely he/she is likely follow programmes on radio. There was no evidence that the energy source used in both urban and rural areas influenced respondents to listen to the radio more often or not.

## 5.2 In-depth Discussion and Focus Group Discussion (FGD)

### 5.2.1 Chipata School

The researcher held an in- depth interview with Ms. Calorina Kamoto a grade two teacher at Chipata Basic School.

The following were the findings. She was agreeable that radio was capable to be used as a tool of teaching. She observed that

LTM was doing fine. She noted that programmes were especially designed for the primary sector. In Chipata only Radio Maria was broadcasting LTM under USAID project called Quality Education Service Through Technology (QUESTT). She observed that LTM was effective but has some problems. "At Chipata Basic School the LTM programmes for grade one starts at 10 hours. After broadcast, they immediately leave to give room to grade two class. In this case, there is no recapitulation. This is because of lack of infrastructure. "She advised that for LTM to be successful there was need to record the programmes so that they have after broadcast.

LTM reinforced literacy lessons because what was taught in New Break Through to Literacy (NBTL) was retaught by Learning at Taonga Market (LTM) and pupils were able to relate. She however, said that the radio teacher was too fast "the class teacher finds difficulty to explain in detail. You are given ten seconds to draw something"

LTM has four segments. These are language; literacy, mathematics and life skills. Radio Maria broadcast the same programmes at 11 hours and children are encouraged to listen to the repeated programme at home. However, she was unable to answer the question as to whether the children listened to the programmes or not. Whatever was presented on radio was in the syllabus. She proposed that a full time course for radio teacher should be introduced for teachers in teacher training institutions. This would make the class teacher more confident.

Generally, all subjects could be taught by radio and she observed that all grades from literacy class, primary secondary and even university studies can learn by radio. However, she said not much was being done in broadcasting academic programmes on local radio stations. She noted that the interlude of music also made the lesson very interesting to pupils. Other than LTM, the respondent acknowledged that there were a number of educative programmes which were non academic but impacting positively on education in the district. She cited Mudziwatu, Zaulimi, Youth have your say, careers corner all broadcast by Radio Breeze.

### **5.2.2 Mnoro Community Development Literacy Class**

At Mnoro, the researcher talked to the facilitator for the literacy class run by Ministry of Community Development.

The literacy class has a problem of syllabuses and learning materials. Subjects taught are mathematics, Chinyanja, English and literacy. The literacy classes did not benefit from the winder radios which were distributed by both Radio Maria and Radio Breeze. "Unfortunately, our literacy class did not benefit from the winder radios distributed by Radio Breeze and Maria in villages and schools. But we encourage our students to listen to IRI programmes on radio at their own time." She said. However, the researcher learnt that the Ministry of Community Development and Social Services was providing dusters, chalk and some text books. The literacy facilitator noted that people were eager to learn but there was a shortage of learning materials.

“People are really willing to learn but there is a serious shortage of learning materials.” The facilitator pointed out that facilitators (teachers) needed to be trained but said the Ministry had no money to train facilitators. She appealed to the Ministry of Community Development to help them with winder radios so that they could access LTM. In order to co-opt the community the Ministry simply needs to sensitize the people and fund the programmes. There was over whelming support from the community. She had not done any formal training, “I have not gone for training but was just oriented.”

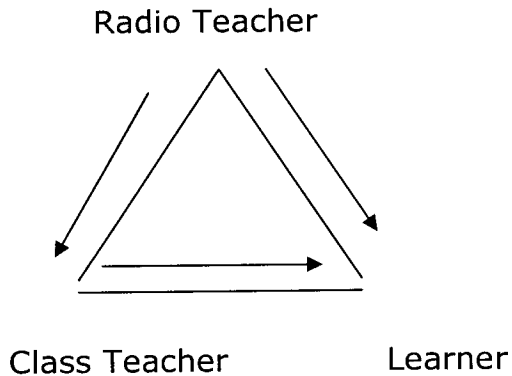
### **5.2.3 Provincial Outreach Co-ordinator Interactive Radio Instruction (IRI) under Quality Education services Through Technology (QUESTT)**

The researcher also talked to the provincial outreach co-ordinator for IRI at the Provincial Education Office.

He observed that the lessons were of very high standard. The local radio stations received tapes or VCDs from Education Development Centre (EDC) under the QUESTT a project under USAID. He noted that IRI was a methodology. In Zambia it was Doctor Choondoka of *UNZA* who did a research and found that “800,000 children were not enrolled in School in 1985. This is how people demanded for community Schools.” Mr. Ndhlovu said. By 1987/88 it was found out that 50,000 children were not in school. Mr. Choondoka’s research found out that IRI methodology was used in other parts of the world. The Zambian IRI methodology is called Learning at Taonga Market (LTM).

There are three factors in IRI – radio teacher, class teacher and the learner.

### **IRI RELATIONSHIP**



The methodology had proved to be very successful. The MOE had accepted it into Basic schools. The IRI co-ordinator said, “Almost all GRZ schools have accepted this methodology.”

In Chipata, QUESTT started working with Radio Breeze. But in 2008 they discontinued and partnered with Radio Maria. Mr. Ndhlovu did not however say why they discontinued with Radio Breeze. QUESTT was in very good relationship with MOE at all levels. But he observed that QUESTT has never directly worked with Ministry of Community Development. On the other hand, he acknowledged working with Eastern Province Women Association (EPWA) and District Women Association (DWA) who has opened a number of community schools. The outreach coordinator said “They have opened a number of community schools and have given them grants or radio sets.”

Monitoring of LTM is done monthly in the province by the outreach co-coordinators. “Otherwise we have no job if we don’t

monitor.” The co-coordinator was affirmative that IRI pupils were doing better than those doing conversational method.”

When schools close IRI lessons also stop. When they open, the first week is meant to train facilitators on radio, and then lessons continue. Although the co-coordinator works for Quest project, he reports directly to the PEO. “We report directly to the PEO, we are partners with the MOE in the development of education.” In the Eastern Province they are working with *Radio Maria* and *Radio Chikaya* in Lundazi.

“Our children are sharper than those on conversational methods. You can prove it if you want “.Mr. Ndlhovu declared.

#### **5.2.4 Managing Director, Breeze FM**

The researcher also had an interview with the Director of *Breeze FM* who raised a number of points. He noted that;

Radio can provide education at three levels.

- (i) Direct class where lessons are presented on radio as if it is a classroom situation.
- (ii) School broadcast like the way LTM is done and
- (iii) General education.

*Breeze Fm* has never done direct education but has done the other two. Most of the programmes deal with general education. “All the work we do HIV/AIDS, malaria, environmental issues is providing general education. Most beneficiaries of these

programmes are young people. What they learn in school is complemented" (Mike Daka).

After the radio station's contribution to direct education it found that general education was best suited to its broadcast.

Initially, *Breeze FM* did not want to get involved in school broadcasts. But after evaluators did a survey and advised that listeners would benefit, the station started broadcasting lessons on radio in 2003 but this was short lived. The programme was discontinued.

The programme failed to continue because MOE and supporting organizations did not take the radio station seriously. "If you value school broadcast work, you need to realize that there is a cost." *Radio Breeze* helped to create learning centres. 'Unfortunately we realized that we were helping to create jobs while our jobs were not given much value" (Mike Daka).

An evaluation was done by some evaluators but the results were not availed to the radio station. The station then decided to do what they did best- general education.

In Nyanja programming, they have programmes like Zotigwera, miyambo mu umoyo watu to mention a few. "We get pupils to ask questions about things they did not understand very well. Our producer helps explain what they did not understand in class. This is community service" (Mike Daka).

During weekends *Radio Breeze* dedicated four hours to a programme called New Generation crew for pupils. This programme was discontinued temporarily in order to improve it but it would be on air by 1<sup>st</sup> May. The radio station also directly involved the office of the Provincial Education Officer (PEO), District Education Board Secretary's Officer (DEBS) and head teachers to help select brilliant pupils who will produce the programme from planning, research and presentation. "This also helps strengthen education because the pupils not only know something about radio but also helps them to research, engage in discussion and debate" (Mike Daka).

The radio station is certain that it is helping enhancing education standards in the district. Some activities are targeting pupils directly but others indirectly. For example programmes on HIV/AIDS, TB, and malaria help to bring about a level of awareness to our pupils.

Pupils in the area are very keen to visit the station. The station is open to all. "... in a way, we are demystifying radio. We have brought radio at their door step, they see the equipment, get interviewed, and as they grow they get interested in media careers" (Mike Daka).

*Radio Breeze FM* commended government for passing a law to make it possible to put up private and community radio stations. But this decision was not enough. Government needed to support these media stations. It also needed to draw up clear policies on issues like the revival of local language. In Eastern

Province, these are Nsenga (Petauke, Nyimba) Senga (Chama) Ngoni (Chipata, Lundazi) Kunda (Mambwe) Tumbuka (Lundazi). Chewa (around Chipata, Chadiza, Katele and Lundazi).

But government policy only recognizes Chewa. At *Breeze*, people speak in their own language. This helped to preserve these languages and the people speak more confidently. "Community radio stations, are subsidizing government by doing what government should have been doing" (Mike Daka).

Community radio station provides information in all areas of development. These radio stations have given a voice to the people who did not have a voice.

Government can create a fund, like in South Africa so that radio stations can produce for the communities they target. The radio station deals with these health problems from prevention, diagnoses and treatment. *Breeze FM* has had programmes talking about the evils of early marriages, STI and because of these programmes, the station is reinforcing what the parents and teachers are teaching the pupils. This means more pupils remain in school (Mike Daka).

The radio station has a programme called "Farming as a Business" broadcast in both English and Chinyanja. This programme helps pupils how to approach farming as a business. It provides information how to grow crops, the right crops to grow (cash crops), marketing and so on.

*Radio Breeze FM* worked with an organisation involved in conservation farming especially in citrus fruits. This organisation made available one thousand citrus trees. The radio station donated five hundred trees to Chizongwe Technical High School, two hundred and fifty to Magwero Basic School for the blind and two hundred and fifty to Magwero School of the Deaf. The radio station hoped that the schools would produce more fruits for eating and selling the excess. "But three years later, we found fewer trees. We have been disappointed. How do we explain if the organization came?" (Mike Daka).

On the other hand, government departments have a responsibility to explain what they are doing, but they are not.

Ministry of Education, through the PEO's office, and DEBS are not taking advantage of the radio station. "Apart from school broadcast, whatever, we are doing is our initiative" (Mike Daka).

In the past, *Radio Breeze* had engaged the education authorities but they think Breeze would take the lead, "If we have an idea that a subject can be taught by radio, we can help but they wait for us to come up with ideas. They are also not too keen to pay for the programmes" (Mike Daka). The radio station is convinced that introduction of radio in rural areas has great value in many areas including education but obviously it is underutilized.

An organization known as *Radios for Rural Africa* donated 2000 solar wind up radios to *Radio Breeze*. These were distributed to Basic and Secondary Schools in Chipata.

Some radios were donated in villages where the radio station set up listening groups. *Breeze* was giving out the radio freely. But Ministry of Agriculture was giving at a fee. "Our project got into conflict with Ministry of Agriculture. We gave out the radios free but MOA wanted villages to pay a fee" (Mike Daka).

Radio ownership was very high in Eastern Province. This was because a radio and a bicycle are signs of prestige. "If you own these, chances of finding a bride are very high" (Mike Daka). This was also evident in the study conducted by *Breeze FM* (see Appendix I).

In the villages, radio *Breeze* set up committees to be in-charge of the radio. This is because previously, men deprived women and children access to the radio. They would take it with them to drinking places or field. The committee constituted four women, 2 men, 2 boys and 2 girls to strength the role of women. There was a rotational programme among the villagers on who keeps the radio. When the harvest was good, farmers bought their own radios.

The radio station enjoyed good feedback from the people by way of survey, phone in programme, people walking in to congratulate the station and others write letters.

Many pupils write to the radio station complaining about a number of things like the quality of teaching, standards in schools and immorality in schools and drunkenness of teachers.

“The majority of the letters are on education and health” (Mike Daka).

Adult literacy is indirectly enhanced because when you read the letters, you sense that the writers had not written in a long time. Most of the paper used for writing is from exercise books. The people feel the need to write. In fact, most letters start with an apology of poor handwriting, poor English or poor Chewa. It means people have regained the need to write.

On other programmes, like farming as a business (Ulimi ndi malonda) people are suggesting, by writing to the radio station, on printing what is broadcast. “It means they don’t have much reading material” (Mike Daka).

Some of the subjects the station deals with are promoting the improvement of continued education. *Radio Breeze* discourages the notion that young people complete education at grade 12. They should continue their education for both pupils and adults. “They must always continue to contribute at that level both productively and progressively” (Mike Daka).

*Radio Breeze* provides a window to the rest of the world. The problem of being in a village is that a village is small. But well informed pupils will challenge teachers. Learning not just what is in the syllabus but broad based.

If government does not help, it will be a real tragedy. The world is talking of ITC. It is the countries that utilize these fully that will develop quickly. Community radio stations are ITC.

The Director has this year drawn up a programme of visiting schools and talking to grades 9 and 12 about the need to choose a career early. These are a kind of motivational talks which aim at complimenting what careers teachers are doing in schools. "I bring experience and exposure which teachers might not have. Pupils can benefit" (Mike Daka).

In enhancing the education standards in Chipata, *Radio Breeze* has co-existed with *Radio Maria*. This provides harmony to beneficiaries. They have done training together. They have shared equipment. But this has also helped both radio stations to keep on improving in the provision of their services.

#### **5.2.5 Focus Group Discussion**

The researcher held only one FGD because it was extremely difficult to get respondents in the same place at a give time. The FGD was held at Chipata Day Secondary School. Eight respondents comprising four women and four men were invited but only six turned up i.e. two women and four men. The findings were not very different from the in-depth discussion.

Generally, all the respondents affirmed that radio could indeed teach at all levels. Although *Breeze FM* was not offering IRI lessons like *Radio Maria*, the station was broadcasting programmes which were very educative. The panel agreed that access to radio was not very bad in both rural and urban. But

the respondents felt that the problem of acquiring batteries was a real challenge.

One of the respondents said IRI programmes at Radio Maria did not directly target secondary schools. He proposed that teaching in subjects like Biology, English and other academic subjects. "We only have LTM which is for primary" the respondent said. The panel strongly observed that sponsorship towards academic subject was insufficient.

### **5.2.6 Learning at Taonga Market Lesson Observed at Chipata Basic School**

The researcher also observed a Taonga Market lesson at Chipata School at 10:10. Below is a recorded transcript of the programme.

(Grade two class all set – the jingle starts)

Radio Teacher : Teacher, ask the pupils to say the months of the year.

Class Teacher : What are the months of the year?

Pupils : January, February, March, April, May, June, July, August, September, October, November and December. (Teacher writes on the board).

Radio Teacher : Ask the children which months start with "J"

Class Teacher : Which of these months starts with the letter "J"?

Pupils : January, June and July.

- Radio Teacher : Ask a pupil to underline the months starting with "J"
- Class Teacher : (asks a girl to go and underline)
- Radio Teacher : Teacher, ask the children to read the months aloud.
- Class Teacher : (Pointing to the months written on the board)
- Pupils : January, February, March etc.
- Radio Teacher : (Tells a story about Kalulu eating carrots).
- Radio Teacher : Kalulu likes eating carrots. Teacher, ask a girl to say what she likes to eat.
- Class Teacher : Miso what do you like to eat?
- Pupil (Miso) : I like to eat rice.
- Class Teacher : (Write the sentence on the board)
- Radio Teacher : Teacher, ask a boy to show the class where the word carrot is in the sentence. (Music interlude.).
- Radio Teacher : Teacher write 43 - 26.
- Radio Teacher : (Gives instruction for class teacher to subtract the arithmetic problem with pupils).
- $$\begin{array}{r}
 T \quad O \\
 4 \quad 3 \\
 \underline{2 \quad 6} \\
 \underline{1 \quad 7}
 \end{array}$$
- Radio Teacher : Make yourself tall
- Class Teacher : Talimpani

- Pupils : (They stretched themselves)
- Radio Teacher : Make yourself short.
- Class Teacher : Fupikani.
- Pupils : Squatte.  
(Music interlude).
- Radio Teacher : When some one tries to abuse you, you need to shout.
- Class Teacher : Explain to class.
- Radio Teacher : Teacher revises with the children.
- Class Teacher : (Recapitulates what has been taught from the Beginning).
- Radio Teacher : Write the following on the board.
- (i) Kalulu likes to eat carrots (small letter "K")
- (ii) Miso likes to (eat) rice (No full stop).
- Class Teacher : (To go through sentences on the board With Pupils and identify what is missing).
- Radio Teacher : Thank you children.

This was a very exciting lesson because learner participation was almost excellent. But there was also evidence that the teacher did not fully prepare for the lesson effectively. At one point the radio teacher instructed the pupils to break a stick in two halves yet the pupils did not have the sticks.

## **5.4 Programmes Offered By Radio Breeze**

### **5.4.1 New Generation Crew**

The programme has been running at Breeze from last year but was however, discontinued in order to improve it. The station is currently training another set of pupils from different Basic and

Secondary Schools in the district. These will be expected to collect news and package other programmes which they will air on radio. The children will air the programme in both English and Chinyanja.

#### **5.4.2 Mau Okulubika( Difficult words)**

In this programme, the presenter invites pupils to the studio or visits schools and gets children learning chinyanja to ask difficult words in the language. The presenter then explains the meaning of the words. The recordings are often done in secondary schools.

#### **5.4.3 Environmental Issues**

The presenter invites experts and interviews them on pressing topics in relation to the environment. Some topics discussed are global warming and its effects, climate change, and deforestation.

#### **5.4.4 Mudzi Watu(Our Village)**

Mudzi watu is a programme which singles out a village and the presenter asks the custodian like the headman to give the history of the village, any developmental activities (Chitukuko), the beneficiaries, problems faced like issues of HIV/AIDS and lastly the way forward. "Headman tells us where they came from and children will learn their history from the elderly people and pass it to their own children" The presenter said. Recordings are done in the villages.

#### **5.4.5 Youth have your say.**

Discuss issues affecting the youth and the presenter tries to make the youth find the answers themselves. If the problem is unemployment, "we encourage them to suggest solutions" The presenter said the youth are often interviewed and they have their say. Touching testimonies have come out of this programme. For instance, some youths have explained how they got into prostitution.

#### **5.4.6 Health Talk**

On this programme causes, effects and solutions to ailments like HIV/AIDS, TB, Diabetes tooth decay and Malaria are discussed. Loneliness is also discussed in this programme. "Dr George Bwalya said if a person is lonely, he becomes vulnerable to diseases." Angela Nyirenda the presenter said.

#### **5.4.7 Farming as a Business (Ulimi ndi Malonda)**

This programme has a positive bearing on the impact of education in schools especially to agricultural science classes. It helps farmers to use farming as a means of earning money. "We encourage farmers to diversify like keeping piggery, cattle, poultry and grow cash crops, such as sun flower" (George). Farmers are also encouraged to develop gardens during dry seasons and how to market their crops.

#### **5.4.8 Cookery**

The programme was running last year but was discontinued. It is however, going to be on air by May this year. In this programme the presenter invites a guest who helps to explain how a certain

dish is prepared. It promotes traditional dishes and emphasis the value of a balanced diet.

#### **5.4.9 Careers Corner**

Career people are invited and successful business persons. A lawyer or a doctor can be invited for instance to share with the public what it takes to become a lawyer or a doctor.

#### **5.4.10 Zaana( Children'sprogramme)**

Children are also given a voice to share their experiences with the public. They discuss HIV/AIDS and sing songs.

#### **5.4.11 CHAZ programmes**

Churches Health Association of Zambia (CHAZ) focuses on HIV/AIDS, TB, positive living, importance of ARVs, VCT, malaria and other health related diseases.

### **5.5 Programmes Offered By Radio Maria**

Radio Maria had a lower listener ship in the urban areas than rural areas according to this research. Basic reasons given by many respondents were that the radio stations concentrates more on religious programmes. Some of the programmes broadcast by Radio Maria are, Munthu a kulupirira vamene wa ona, know your health, Our Family, LTM and many others. At the time of the research, only Radio Maria was airing IRI programmes. These are LTM and Our Family which is scheduled to start being broadcast in May this year. Radio Breeze had discontinued airing LTM.

#### **5.5.1. Face the Media**

News maker personalities are invited to discuss political, social or religious issues. These could be politicians, local chiefs etc.

### **5.5.2 Family Life**

This programme discusses family life; respect, dress code and the like. These are discussed in line with the teaching of the bible.

### **5.5.3 Our community (Deralathu)**

The presenter visits an area and tries to find out developmental activities taking place in the community. She also tries to find out things leading to low development in a given area.

### **5.5.4 Zachinyamata (Youth issues)**

Under this programme the youth are interviewed on Christian life, social life, education, health, tradition and culture.

### **5.5.5 Good Governance/Ulamuliro wabwino**

This programme discusses good governance. Politicians, counsellors and ordinary people are interviewed to discuss what good governance really is.

### **5.5.6 Kuceza ndi Azimai( Women Affairs)**

Here topics discussed are respect, polygamy, divorce and early marriages. These are discussed in line with the teaching of the bible.

### **5.5.7 Wozama ndani (Who is more knowledgeable?)**

Listeners write letters to the radio station. They give the situation they may be going through and most of these are factual. Four presenters try to advise accordingly.

### **5.5.8 Kucheza ndi ana (Children's programme)**

Children bring out their views through poems, song, quiz and they also recite bible verses.

### **5.5.9 Agriculture (Ulimi)**

The programme addresses the problems farmers face and how to develop farming in the district.

### **5.5.10 Mbili yathu ( Our History)**

This programme is currently not running. But when it was on air, the producer singled out an institution like a school and gave its history and how it has developed up to date.

### **5.5.11 Ndakatulo (Poetry)**

On this programme different poems are recited in chinyanja.

### **5.5.12 Munthu Akhulupirira ndi zimene wamva (A person Believes what he hears)**

The presenter simply reads the gospels from verse to verse.

### **5.5.13 Learning at Taonga Market (LTM)**

LTM was originally developed for children who could not gain access to government schools. A pilot programme was run in 2000 in 22 community – run centres in Lusaka and Southern Provinces. This proved so successful that the Ministry of Education (MOE) decided to extend the programme to all nine provinces. By 2003, there were over 500 centres established and over 20,000 children receiving their education through the radio.

LTM has been operational since 2003 at Radio Maria in Chipata It is first broadcast by Radio II at 09:30 hours and 10:10 hours. But Radio Maria rebroadcast LTM lesson on the same day at 11 hours.

**5.5.14 Our Family**

A part from LTM, Radio Maria also broadcasts an IRI programme called "Our Family." This was born from a survey which was done in Chipata and Livingstone. The survey found out that there were certain issues which were not given attention. LTM is mostly co-curricular based but Our Family is not examinable. The first broadcast started on 24<sup>th</sup> February, 2007 and. on 26<sup>th</sup> the same month radio talk show was also aired.

The programme has three components; radio drama, radio talk show and school based. The broadcasts are published by Educational Development Centre (EDC) under the QUESTT Project.

Table g

**5.5.15 Topics Taught in Our Family**

PROGRAMME	TOPICS
1	Copping with parental illness
2	Including children in Decision
3	Dealing with Grief
4	Stages of Grief
5	Writing a will

6	Learning about inheritance
7	Getting to know your extended family
8	Moving in with relatives
9	Combating stigma
10	Self stigma
11	The right to an education
12	Ambitions for the future.
13	You are what you eat.
14	Planning your meals.
15	How to protect yourself from common diseases.
16	When to visit a health clinic.
17	Growing Pains.
18	I've got a crush on you
19	Let's talk about sex.
20	Sexual abuse.
21	Know your status.
22	Getting treatment and living positively.
23	A problem shared is a problem solved.
24	Making and breaking the rules.
25	Appropriate discipline.
26	Your responsibility at home.
27	Learning practice skill at home.
28	Taking care of your children.
29	Living with adults

Source: "Our Family Teacher's Guide"

In Chipata, 53 listening groups in both compounds and villages have been formed and a total of thirty seven groups are listening to Our

Family in Chipata. The break down is as follows; 821 male and 788 females.

Table (h)

**5.5.16 Broadcasting Schedule for Our Family  
RADIO MARIA 90.0 FM**

<b>DAY</b>	<b>PROGRAMME</b>	<b>BROADCAST TIME</b>
SATURDAY	Drama	17.00 - 17.15 hrs
MONDAY	IRI (School)	09.00 - 09.15 hrs
THURSDAY	Feed Back	19.30 - 20.00 hrs

Our family is complimenting very well with LTM because the radios used for Taonga are also used for our family programmes.

**CHAPTER SIX  
DISCUSSION**

**6.1 INTRODUCTION**

This chapter discusses the findings of the study. It has been divided into three parts. The first part discusses findings from the survey. The

second deals with the in-depth and focus group discussions and the third on secondary data gathered.

The researcher set himself to show whether local radio stations were enhancing the standards of education in Chipata District.

It is clear to note that the two radio stations are complimenting each other very well. On one hand *Radio Breeze* could be seen as a private secular radio station covering, to large extent secular programmes. With the mission statement reading;

*To stimulate prosperity in our coverage area;  
by creating access to useful, relevant and up-  
to-date Information.*

While *Radio Maria* is a religious community owned radio covering mainly religious programmes. Its mission statement is;

*"Proclaiming conversion for the salvation of souls."*

*Radio Maria* also broadcast two IRI programmes namely LTM and Our Family which started recently. The researcher has attempted to discuss individual programmes offered by the two radio stations in order to give a profound and definite picture of what is broadcast in the third part of the discussion.

It is also important to note that the study concentrated on only the two local radio stations in Chipata namely *Radio Breeze* and *Radio Maria*. This could have affected the percentage of listener ship to *Radio Maria* and *Radio Breeze* compared to other studies which included other channels like the survey done by *Breeze* (See Appendix I).

## 6.2 RESULT OF THE QUANTITATIVE SURVEY

The research was deliberately divided into two phases i.e. urban and rural. As alluded to, this was with a view to draw parallels. From the findings it can be said that a radio in rural areas seems to be a source of information and more and more people are realizing the need to own one. In contrast, the urban population had a considerably lower number of radios. This can be attributed to the latest technology which has brought gadgets on the market rendering the ordinary radio almost useless. For example, some phones have radio components. Whether one was listening to *Radio Maria* or *Radio Breeze*, there was still information flowing and therefore both the rural and urban populations were learning something. The village is no longer that closed world any more. Like Mr. Daka said, "we have brought radio to their door steps." The respondents from both rural and urban areas were agreeable that the local radio stations were contributing to enhance the education standards in the district. (Refer to findings for percentages).

The researcher used Variable (9) to show at what level these programmes were being offered. In either urban or rural areas, it must be understood that the programmes benefited all levels. This is because information cannot be confined to one group alone. If secondary pupils took LTM seriously, for instance, they would be surprised how much there is to learn. So educating people to take an interest to listen is a challenge we have to overcome.

The general view of the respondents then was that *Radio Breeze* and *Radio Maria* are certainly contributing to the enhancement of education in Chipata. The Chipata research is in line with other findings like Bates 1982, Matenge; 1980 and Searle; 1980 to mention a few.

### 6.3 IN-DEPTH INTERVIEW

The in-depth discussion at Chipata School revealed very important information specifically with regard to IRI. Most of what the respondent raised was reiterated by another teacher at Mnoro Basic School. The lesson the researcher observed was not by any local radio station but it was aired by radio two (2). The same programme was however repeated by Radio Maria. This shows the partnership between the local radio stations with ZNBC. However, Chipata School, Mnoro Basic and Zingale Basic Schools complained that they did not have teachers' guide (TG). This means that there is no pre-preparation by the teacher and therefore the teacher is ill prepared for the lesson. Mr. Zulu from Zingale Basic School alluded to this, "the only problem is teachers' guide which is very scarce." He said only the zonal coordinator at Gondar had one. He was willing to give the school so that they can photocopy but the school has no money."

The facilitator for Community Development teaching the literacy class at Mnoro admitted that the funding was very poor and this has demotivated the facilitators. The minimum qualification of a facilitator was grade 12 school certificate.

The poor funding for continuing and distance education has also been acknowledged by the policy document.

*Continuing and distance education face serious problems of under funding, a lack of skilled personnel and transport, and inadequate materials for learning and teaching. They also suffer from uncoordinated planning. Although*

*there is potential for enormous growth in the number of students reached by the programmes, the capacity to sustain, immediate and rapid growth does not exist. (EOF, 1996, 79).*

Although the Questt Co-coordinator is stationed at the provincial Education Office, he is an employee of USAID under the quest project. His main work was to co-ordinate IRI centres in the province. The PEO's Office has an Adult Education Officer who helps in the running of IRI in schools. The researcher did not meet her to discuss these programmes but she was kind enough to allow the researcher to attend a seminar for head teachers and zonal co-coordinators when launching Our Family programme at the Provincial Resource Centre in Chipata. However, the District Resource Centre at Kanjala Basic School was very helpful in supplying secondary data.

## **6.4 Analysing programmes broadcast by Radio Breeze**

### **6.4.1 New Generation Crew**

Children are grounded in journalism skills. The information gathered is befitting to their age group. When they are discussing AIDS for example, it comes from the youth point of view.

### **6.4.2 Mauokulubika (Difficult words)**

Literacy students and pupils learn Chinyanja vocabulary.

### **6.4.3 Environmental Issues**

This programme benefits Geography pupils and the general public.

#### **6.4.4 Mudziwatu (Our Village)**

This programme preserves history at village level. It also deals with developmental activities like the building of latrines and generally keeping the village clean. Pupils and literacy students will learn about hygiene while at home.

#### **6.4.5 Youth Have Your Say**

Here the Youth have an opportunity to express themselves about issues affecting them in or out side class. This means training children-problem solving skills.

#### **6.4.6 Health Talk**

According to the response, this programme helps children and literacy students to keep health and subsequently improve their chances of doing better in their academic work.

#### **6.4.7 Farming as a Business (Ulimi ndi malonda)**

By teaching farmers to appreciate farming as a business, many rural people learn how to manage money. This enables the rural farmers to save and subsequently manage to send their children to school.

#### **6.4.8 Cookery**

This programme targets mothers and the girl child both in school and out side school. The presenter, Angela Nyirenda remarked "We want to be more on the traditional foods". As a result, our

traditional dishes will not be lost with the influx of modern dishes.

#### **6.4.9 Careers Corner (Kuchedza ndi anyanchito)**

The programme provides insight in potential career prospects to children in schools.

### **6.5 Programmes Broadcast by *Radio Maria***

#### **6.5.1 Face the Media**

The programme brings to the fore new and different ideas. The listeners and especially pupils in school are enlightened. Literacy classes also benefit because the programme is also presented in Chinyanja. Both radio stations broadcast the programme under the same name and style.

#### **6.5.2 Family Life**

Family life is particularly of great importance to pupils because of compromised morals in the community. It reminds the young ones the virtues of respect for elders, teachers and people in authority in general. This helps to reduce discipline problems in schools.

#### **6.5.3 Health Talk (Zaumoyo)**

With the advent of the HIV/AIDS, awareness of the pandemic has become imperative. This programme therefore educates pupils and literacy classes about the dangers of HIV/AIDS, Malaria, STIs, TB and Other such ailments. The pupils come from the same community where these diseases are simply a reality. The more they know the higher the chances of staying health.

#### **6.5.4 Good Governance (Ulamulilo Wabwino)**

In this democratic era, it is essential that the public learn how governance is done. Thus, literacy classes and pupils in schools benefit a great deal from this programme. The programme is called Ulamuliro wabwino in the Chinyanja version.

#### **6.5.5 Wozamandani (Who is more knowledgeable?)**

This is a problem-solving programme. It certainly teaches the pupils hard situations faced by others and how they can be assisted to come out. Some pupils face similar predicaments and they are in the same environment. This helps them to learn from peoples experience on radio.

#### **6.5.6 Kuchedza ndi ana (Children's programme)**

In co-opting children in programmes like this, children develop a number of skills like debate, poem reciting, socializing and this helps to build self confidence. Their friends in schools are also challenged and tend to identify themselves with the radio children personalities

#### **6.5.7 Agriculture (Ulimi)**

Agriculture generally benefits farmers and pupils learning science in primary and those in agricultural science class at secondary school, equally benefit.

#### **6.5.8 Mbili yathu (Our history)**

Mbili yathu is currently not running but it was very informative in terms of giving historical background to a number of institutions

and ethnic groups in the Eastern province. Some of this information is taught in school. The common example is the history of the Chewa and the Undi Kingdom and that of the Ngoni.

#### **6.5.9 Munthu Akhulupirira ndi zimene wamva (A person believes what he has heard)**

This is a religious programme where the presenter simply reads the gospels. Pupils in primary school will understand about the gospel by merely tuning in. 2046 RE pupils' benefit because the gospels are part of the syllabus.

#### **6.5.10 Ndakhatulo (Poetry)**

The presenter reads poems in Chinyanja. This helps to ground children in the language and preserves the language.

#### **6.5.11 LTM (Under QUESTT)**

Learning at Taonga Market is an Interactive Radio instruction (IRI) which is aired at Radio Maria. LTM started in community schools and IRI centres. Today the government has embraced IRI programme in almost all schools and to a good extent literacy classes. The literacy facilitator at Mnoro stated that "we encourage our learners to listen to LTM."

#### **6.5.12 Our Family**

This is a new programme but it has very important topics which can benefit everyone who is willing to learn. Topics like writing a will, taking care of the sick and many others. It's a very timely

programme in this era were teenagers are in charge of households.

## CHAPTER SEVEN

### 7.1 SUMMARY

Basing our argument on the evidence so far gathered in this research, it is apparent that *Radio Breeze* and *Radio Maria* are helping to enhance education standards in Chipata district.

The objective of the research was not to out do one radio station against another. As a matter of fact, the research was poised to show how the local radio stations were complimenting each other and other radio stations like *ZNBC*. The researcher found out that the relationship was very healthy with other media including the British Broadcasting Corporation (*BBC*).

There are a number of strategies the radio stations are employing to get the audience to listen to the radio stations. Some of these are; formation of listening groups, giving out winder radios, opening doors to the public so that the ownership shifts to the people and participating in community service.

The study found out that there is great talent at the two radio stations but the issue of lack of sponsorship of potential academic programmes remained a hurdle.

It must be noted that this study can benefit Chipata district and the country at large since a number of community and privately owned radio stations are continually being established. Policy makers and other stake holders can enhance the computer literacy so that in the

long run the Interactive Radio Instruction (IRI) radio can be supplemented by lessons on the internet.

This is because, as Dora Siliya Minister of Communication and Transport said, when launching the Information and Technology Day on *ZNBC*," information and technology is no longer the future, it is here with us."

## **7.2 CONCLUSION**

In conclusion, it is important to acknowledge that *Radio Maria* and *Radio Breeze FM* are definitely helping to up hold the standards of education in Chipata district indirectly or directly. Radio Maria for example has been broadcasting LTM, a programme which is benefiting not only pupils in community and government schools but also literacy classes which are dotted all over the district and run by different organizations.

## **7.3 RECOMMENDATIONS**

7.3.1 Many organizations are involved in some educational activities in Chipata. These include *MOE*, Ministry of Community Development, Women Association like Women Development Association (WDA) and church organization for example Jabasi Theological College but there is no Ministry Co-ordinating these learning activities. Ministry of Education must take up the leadership role.

7.3.2 Very little funding was going into these educational activities. Hence sponsoring of programmes is not effectively done and teachers or facilitators are demotivated. There is also a crucial shortage of materials

such as syllabuses (for literacy programmes) and IRI teachers lack teachers' guide in schools. Funding for LTM must be improved.

7.3.3 The insufficient power source has already threatened even the little that is being done. Alternative power source like solar energy should be encouraged by the radio stations and users (consumers).

7.3.4 The initiative to exploit local radio stations to revolutionise education levels at literacy, primary and secondary schools is simply not there. There is need for the Ministry of Education to take up this matter

7.3.5 A rigorous programme should be drawn up to examine and certify people doing IRI at all levels. This is to motivate student and harmonise the entire education system so that the graduates know where they fit in.

7.3.6 A component of IRI course must be introduced in teacher training curriculum in colleges and even in universities. This course must co-opt other latest technologies like computer literacy so that in the long run the IRI on radio can be supplemented by lessons on the internet.

This is because, as Dora Siliya Minister of Communication and Transport said, when launching the Information and Technology Day on *ZNBC*, "information technology is no longer the future, it is here with us."

7.3.7 The Ministry of Community Development has not directly used these local radio stations to help in the running of literacy classes. From all indication LTM is doing fine and the Ministry can take advantage of this.

#### **7.4 Recommendations for Further Research**

The same research can be done with a bias to gender. The ability to read is an important personal asset allowing women and men increased opportunities in life.

One could concentrate specifically on IRI programmes broadcast by Radio Maria and how they are impacting on communities and schools in Chipata.

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## APPENDIX A

Dear respondent,

You are randomly chosen to take part in this research study focusing on how Radio Breeze and Radio Maria are contributing to enhance the standards of education in primary, secondary and literacy classes in Chipata district. Your cooperation in answering this questionnaire will greatly assist policy makers to use local radio stations to enhance the standards of education in our district. Our findings could also benefit other districts in the country in the long run. You are therefore requested to answer honestly and truthfully. All the answers will be treated as confidential. You are further reminded not to write your name on this questionnaire to maintain confidentiality.

### Specific instruction:

Tick (✓) in the appropriate bracket(s) provided for you next the answer of your choice, and/or write in the space, underlined where your opinion or comment is required.

### QUESTIONNAIRE

Please Tick in the box the correct answer

1. How old are you?

1) 10 – 15

2) 16 – 20

3) 21 – 25

4) 26 – 30

5) 31 – 35

6) 36 – 40

7) Above 40

2. Do you own a radio?

- 1) Yes
- 2) No

3. Which is your favourite local radio station and why?

- 1) Maria
- 2) Breeze

4. Why.....  
.....

5. What kind of energy source do you use to operate your radio?

- 1) Electricity
- 2) Car Battery
- 3) Batteries
- 4) Solar

6. Where do you often listen to a radio?

- 1) Home
- 2) Neighbour
- 3) Friend's house
- 4) Other.....

Which educational (academic e.g. English, Mathematics etc) programmes are offered by

7. Radio Maria

- 1) .....
- 2) .....
- 3) .....

- 4) .....
- 5) .....
- 6) .....

8. Radio Breeze

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....
- 6) .....

9. At what level are these programmes?

- 1) Grades 1 – 4
- 2) Grades 5 – 7
- 3) Grades 8 – 9
- 4) Grades 10 – 12
- 5) Literacy

10. Under what programme are these academic subjects aired (e.g. Fastele Fastele, Taonga Market)

- 1) Taonga Market
- 2) Fastele Fastele
- 3) Independent

11. Any comment on your answer in question (8) above

.....

.....

.....

.....

12. Are you (a);

- 1) Pupil (in Primary or Basic School)

- 2) Pupil (Secondary/High School)
- 3) Student (College)
- 4) Parent
- 5) Teacher (Primary/basic or Secondary)
- 6) Lecturer (TTC)

Other .....

Do you think these educational programmes on both Radio Breeze and Maria are helping pupils in;

13. Primary School in Chipata District?

- a) Yes
- b) No

14 Secondary/High Schools in Chipata District

- a) Yes
- b) No

15 Adult community Literacy Classes in Chipata District

- a) Yes
- c) No

16. If Yes, how are these educational programmes (academic e.g. Mathematics, Chichewa etc) helping

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

17. If not, what should be done to make them useful to the pupils in both primary and secondary schools?

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

18. Do you think radio can be used to improve education standards in Chipata Schools both primary and secondary including adult community literacy classes?

- 1) Yes
- 2) No

19. Is the Government, through the Ministry of Education doing enough to help local radio stations contribute to improving education standards in Chipata District?

- 1) Yes
- 2) No

20. If not, what should Government do?

- 1) .....
- 2) .....
- 3) .....
- 4) .....

21. How often do you listen to these programmes?

- 1) Always
- 2) Most of the time
- 3) Usually
- 4) Sometimes
- 5) Not at all

22. Are these programmes popular among

- 1) Adult literacy class
- 2) Students
- 3) Pupils
- 4) Parents
- 5) Teachers

23 Are there any other programmes broadcast by the radio stations which are not strictly seen as academic (e.g. civic education, AIDS etc) but targeting schools

- 1) Yes
- 2) No

Kindly list them and name the radio station broadcasting the programme.

24 Radio Breeze FM

- 1) .....
- 2) .....
- 3) .....
- 4) .....

25. Radio Maria

- 1) .....
- 2) .....
- 3) .....
- 4) .....

**Thank you so much for your time.**

## APPENDIX B

### INDEPTH INTERVIEW GUIDE

#### ***RADIO BREEZE/MARIA***

1. Do you think radio can be used to deliver lessons to pupils in primary, secondary and literacy classes?
2. How effective can this be? Give reasons?
3. What is radio Breeze/Maria doing to deliver academic lessons (formal education) by radio?
4. Do you think what is being done by the local radio station is sufficient improve education standards in Chipata?
5. What should Radio Breeze/Maria do to help enhance the standards of education in Chipata?
6. How much access to your education programmes does your audience have? How do you know?
7. What role can Government play to enhance education development by the local radio stations like Radio Breeze/Maria in Chipata?
8. How can target groups access gadgets like radios, batteries etc?
9. Do you think establishing radio education centres would be necessary in the dispensation of education by radio?
10. And do you think training teachers in this area of broadcasting is necessary?
11. Should the facilitator at the centre go for specialized radio education training?
12. Do the target groups appreciate these non formal educational broadcasts? How do you know this?
13. How can the community be co-opted in this education by radio programme to be successful?

14. What subjects are taught by radio?
15. Which grades or categories do you think can learn by radio effectively?
16. Do you know anyone who has improved their reading and writing skills by listening to Radio Breeze/Maria education programmes?
17. Have done any surveys to ascertain this.
18. Do you think children (or literacy students) learning by radio education programmes do better than their counterparts?
19. What other media could be used to support these radio education programmes?
20. How marking and remedial work should be done?
21. Should education by radio be supplementary or should the whole syllabus be taught by radio?

## **APPENDIX C**

### **INDETH INTERVIEW GUIDE FOR IRI QUESTT RESPONENTS IN CHIPATA DISTRICT**

1. How has radio helped to enhance education standards in Chipata district (primary, Secondary and literacy).
2. How has the Ministry of Education partnered with the radio to help improve education standards in the district?
3. How is the Ministry running IRI centres in Chipata?
4. Between regular and IRI pupils who is doing better?
5. How do you ascertain this?
6. As a Ministry, how are you co-ordinating with other Ministries like Community Development and social welfare in running education programmes like adult literacy?
7. Some NGOs and Church organizations like SDA are running adult literacy, who co-ordinates and supervises these programmes?
8. Which subjects would the Ministry recommend to be taught by radio? Why or why not?
9. Should education by radio (e.g. IRI) be supplementary or should the whole syllabus be taught by radio?
10. Is education by radio (like IRI) exclusively for IRI students or there is a deliberate policy to include adult literacy, regular primary and/or secondary schools.
11. Which grades would you recommend to learn by this non formal education by radio?

## **APPENDIX D**

### **FOCUS GROUP DISCUSSION PROMPT LIST**

#### ***RADIO BREEZE/MARIA***

1. Can Radio Breeze/Maria be used to enhance education standards in primary, secondary and literacy classes in Chipata district?
2. Is Radio Breeze/Maria currently doing anything to improve the standards of education in Chipata?
3. Do you think these lessons aired on radio Breeze/Maria are effective?
4. Is Government and other co-operating partners (The Church, Muslim Association, Business Community etc) in Chipata supporting Radio Breeze/Maria to improve formal education standards in the district?
5. Do the target groups like pupils and literacy students have gadgets like radio sets, batteries etc?
6. How can those who do not have radio sets etc access them considering that most of these are poor?
7. Apart from access to radio and acquiring batteries, what problems affect target groups?
  8. How can these problems be over come?
  9. Are you happy with the presentation of the programmes?
  10. What do you like about the presentation?
  11. What do you not like about the presentation?
  12. Are you happy with the content of the programmes?
13. Should the teachers involved and facilitators go for specialized training?
14. Which subjects would you recommend to be taught through this

non formal education by radio?

15. Do you know anyone who has learnt how to read and/or write by listening to these non formal radio education programmes from Radio *Breeze/Maria*?
16. Which grades would you recommend to learn by this non formal education by radio?
17. Which subjects would you recommend to be aired by radio?
18. Do children who learn by non formal radio education programmes do better than their counterparts?
19. Should education by radio be supplementary or should the whole syllabus be taught by radio?

Appendix E: List of Literacy Centres (Ministry of Communication for Development and Social Services)

S/N0	Sub-Centre	Name of Class	Year class started	Learners (students)			Name of Instructor	Remarks
				M	F	Total		
1	Nsanjika	Mushaba	2003	3	23	26	Bertha Miti	Active class but needs learning and teaching materials and training of instructors
2	"	Mwanilekelela	2003	4	15	19	Josias Mwanza	"
3	Chikando	Langa	2006	3	27	30	Emmanuel Jere	"
4	"	Chalunga	2006	12	12	14	Simon Lungu	"
5	"	Mgogo	2006	4	8	12	Patricia Jere	"
6	"	Mzilikazi	2004	8	16	24	Margret Sakala	"
7	"	Kwaza	2001	0	15	15	Rabecca Siwo	"
8	"	Chitukuko	2004	2	29	31	Tamala Phiri	"
9	"	Tiyende	2004	9	10	19	Henry Siwo	"
10	"	Zibazako	2006	3	24	27	Judith Zulu	"
11	"	Nyakatali	1995	8	12	20	Samson Jere	"
12	Kapara (Sisinje)	Chiskeni	2005	3	14	17	Fadaress Daka	"
13	"	Chilima	2005	2	16	18	Tobias Sakala	"
14	"	Chiyanjano	2005	4	17	21	Alice Zulu	"
15	"	Pilila	2005	5	16	21	Malilo Zulu	"
16	"	Tikondane	2005	3	15	18	Ritwell Sakala	"
17	Kataba	Silo Homes	2002	3	17	20	Gibson Chipeta	"
18	"	Chiyanja B	2002	4	21	25	Charity Zulu	"
19	"	Limbikani	2004	2	16	18	Tasila Sakala	"
20	"	Kachila	2007	3	14	17	Mrs Mbewe	"
21	"	Nkholowondo	2007	2	19	21	John Tembo	"
22	Madzimoyo	Madaliso	2005	3	20	23	Charity Nyau	"
23	"	Timvane	2005	4	16	20	Finess Zulu	"
24	"	Tikondane	2006	5	17	22	Rita Zulu	"
25	"	Msataye 1	2005	3	13	16	Christin Nzima	"
26	"	Msataye 2	2006	2	10	12	Macknown Miti	"
27	"	Zondo A	2007	3	24	27	Waddy Zulu	"
28	"	Zondo B	2007	1	26	27	Risemary	"

							Chulu	
29	“	Lushangeni	2007	14	16	30	Jairos Nzima	“
30	“	Thandizo	2007	0	16	16	Tamala Mbewe	“
31	“	Mbunda	2007	7	17	24	Elias Thole	“
32	“	Mkaya	2007	7	20	27	Frazek Sakala	“
33	Feni	Makwe	2007	6	14	20	Mary Zulu	“
34	“	Chilimbikiso	2007	4	25	29	Sara Phiri	“
35	“	Chitaza	2007	12	15	27	Raphael Ndlovu	“
36	“	Tang’aweka	2007	1	17	18	Miriam Ngámbi	“
37	“	Kondanani	2007	1	18	19	Fostina Banda	“
38	“	Kafoteka	2007	8	18	26	Jackson Mshanga	“
39	“	Mshawa	2007	1	20	21	Beata Miti	“
40	“	Limodzi	2007	0	20	20	Esnala Banda	“
41	Chiparamba	Walanga	2007	6	14	20	Alivard Daka	“
42	“	Kamphasa	2007	10	30	40	Lillian Sakala	“
43	“	Tiyanjane	2007	0	25	25	Misozi Ngoma	“
44	“	Muyale	2007	4	16	20	Waitson Banda	“
45	“	Nkhunda	2007	0	20	20	Esther Munga	“
46	“	Mandondo	2007	2	22	24	Daniel Nkhoma	“
47	“	M’ronyeni	2007	7	15	22	Faneli Mwanza	“
48	“	Musaope	2007	5	14	19	Matias Phiri	“
49	Kanyanja	Masitu	2005	3	18	21	Shawa Martin	“
50	“	James Tawe	2006	6	14	20	Ngoma Matrino	“
51	“	Muzanga	2005	0	15	15	Modford Lungu	“
52	“	Dziwani	2006	4	13	17	Moyo Rosemary	“
53	“	Mutowe	2005	2	16	18	Ngoma Conelius	“
54	“	Nsiwa	2006	3	12	15	Verely Lungu	“
55	“	Madaliso	2006	6	17	23	Tembo Petrol	“
56	“	Patwayo	2005	3	13	16	Banda Grace	“
57	Jerusalemu	Khamaniweka	2006	2	16	18	Ruth Njobvu	“
58	“	Ngeleni	2006	3	13	16	Josephine Zulu	“
59	“	Sekani	2007	5	10	15	Miriam	“

							M'koko	
94	"	Chimwala	2006	4	16	20	Mandala Manyetela	"
95	M'noro	M'noro	2007	6	12	18	Violet Phiri (Staff)	"
<b>Totals</b>				<b>455</b>	<b>1,601</b>	<b>2,056</b>		

### Comment

- 40 more New Classes have been opened to make a total of **95** Classes
- Additional Students in 2007: Male **242** Female **716** Total **958**

There are a total of **92** literacy instructors out of which **47** are female and **45** are male  
The sub-centre staff are also teaching some classes.

### **FUNDING FOR THE PROGRAMME**

In quarter 3 the District received some funds, K3, 000,000 for literacy instructors' allowances. 30 instructors (13 male, 17 female) were paid in the Centres as indicated in the table below:

S/NO.	Name of centre	Number of instructors paid
1	Chiparamba	5
2	Rukuzye	5
3	Kapara	4
4	Chipangali	3
5	Feni	3
6	Madzimoyo	3
7	Madzimawe	2
8	Jerusalem	5
Total		30

The following are other organisations doing literacy programme:

- Chipata District Women Development Association
- Village Services Organisation
- CCJDP
- Seventh-Day Adventist

Follow-on materials need to be availed to these students so that they don't lapse back to illiteracy. Small libraries in sub-centres need to be established for the students.

### **2008 PLANS FOR THE PROGRAMME**

- Train **40** more literacy instructors (*two from each sub-centre*)
- Open **40** more Classes (*two from each sub-centre*)
- Strengthen the **47** existing classes by providing them with teaching and learning materials and pay literacy instructors teaching allowances.
- Conduct literacy refresher training for old instructors
- Conduct periodic monitoring visits to classes

Appendix F: List of MOE Zones in Chipata District

SCHOOLS BY ZONES CHIPATA DISTRICT

SN	ZONE	NO. OF SCHOOLS IN THE DISTRICT	NO OF SCHOOLS IN THE ZONE	SCHOOL	EMIS No	Constituency	Distance from DEBS in KM	Ward
1	HILLSIDE	1	1	HILLSIDE BASIC	2956	Chipata Central	1	Kanjala
		2	2	CHINJALA BASIC	2937	Kasrenengwa	21	Chiparamba
		3	3	MSEKELA BASIC	3014	Chipata Central	13	Kanjala
		4	4	JENDA BASIC	2957	Luangeni	12	Nsingo
		5	5	KAGUNDA BASIC	2959	Chipata Central	21	Kanjala
		6	6	LUTEMBEWE BASIC	2993	Chipata Central	4	Dilika
		7	7	UMODZI BASIC	3046	Chipata Central	2	Dilika
		8	8	KANJALA BASIC	2964	Chipata Central	1	Kanjala
		9	9	HILLSIDE GIRLS HIGH	5165	Chipata Central	1	Kanjala
		10	10	ST. MONICAS GIRLS HIGH	5168	Chipata Central	7	Kanjala
		11	11	CHIPATA COLLEGE OF		Chipata Central		
		12	12	BLESSED ACADEMY		Chipata Central		
		13	13	CHISITU ADVENTIST	7026	Chipata Central	5	Kanjala
		14	14	GARDEN EARLY CHILD CARE		Chipata Central		
		15	15	HOPE CAMPUS BASIC	7742	Chipata Central	5	Kanjala
		16	16	MAGAZINE		Chipata Central		
		17	17	MCHINI BASIC	7041	Chipata Central	3	Dilika
		18	18	SHALOM		Chipata Central	3	Kanjala
		19	19	ST. ATAMAZIO BASIC	8350	Chipata Central	4	Dilika
		20	20	ST. BETTY MISSION BASIC	8677	Chipata Central	4	Dilika
		21	21	MEM SCHOOL	4483	Chipata Central	1.5	Kanjala
		22	22	PILGRIM	4490	Chipata Central	3	Kanjala
		23	23	CHONGOLOLO	2950	Chipata Central	2	Dilika
		24	24	CHONGOLOLO SECONDARY		Chipata Central	2	Dilika
		25	25	TRINITY		Chipata Central	1	Kanjala
		26	26	CHIPATA BASIC SCHOOL	2941	Chipata Central	7	Kanjala

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2	KATOPOLA	27	1	KATOPOLA BASIC	2983	Chipata Central	4	Msanga
		28	2	ST. ANNES BASIC	3044	Chipata Central	2	Kapata
		29	3	LUNKHWAKWA BASIC	2990	Chipata Central	2	Kapata
		30	4	MPEZENI BASIC	3013	Chipata Central	1	Kapata
		31	5	WALELA BASIC	3049	Chipata Central	4	Msanga
		32	6	CHIPATA DAY HIGH	5160	Chipata Central	3	Kapata
		33	7	ANOYA ZULU HIGH	5159	Chipata Central	2	Kapata
		34	8	CHIZONGWE TECH HIGH	5161	Chipata Central	3	Msanga
		35	9	CHIPATA SKILLS	7869	Chipata Central	1.5	Kapata
		36	10	CHIPILILO ORPHANAGE	8356	Chipata Central	3	Msanga
		37	11	NADALISIKA BASIC	9309	Chipata Central	4	Kapata
		38	12	MUZIPAS		Chipata Central	3	Kapata
		39	13	MUNGA	7048	Chipata Central	6	Msanga
		40	14	ST. ANNES CHILD CARE	9308	Chipata Central	2	Dilika
3	MCHENJA	41	1	MCHENJA BASIC	3005	Chipangali	31	Sisinje
		42	2	MKOWE BASIC	3009	Kasenengwa	45	Mkowe
		43	3	NYONGO BASIC	3037	Kasenengwa	45	Mkowe
		44	4	MTEWE BASIC	3018	Chipangali	30	Sisinje
		45	5	SISINJE BASIC	3043	Chipangali	40	Sisinje
		46	6	CHISITU BASIC		Chipangali	42	Sisinje
		47	7	KAMBWATIKE BASIC	2962	Kasenengwa	40	Mboza
		48	8	MASAMBA BASIC	3003	Kasenengwa	36	Mkowe
		49	9	NSUMBE BASIC	7858	Kasenengwa	55	Mboza
		50	10	CHAKHOTA BASIC	7545	Chipangali	50	Sisinje
		51	11	CHIKOKOLA BASIC	7544	Chipangali	66	Sisinje
		52	12	KAMBIZULE		Chipangali		
		53	13	LUNKHUSWE BASIC	9311	Chipangali	49	Sisinje
		54	14	MATIMBANYA BASIC	8918	Chipangali	23	Sisinje
		55	15	MATIZI		Chipangali		
		56	16	MBENJERE	7040	Chipangali	61	Sisinje

	57	17	MKULAMWENDO		Chipangali			Sisinje
	58	18	NKHWINJIRI	8679	Chipangali	30		Sisinje
	59	19	TAONGA COMMUNITY	9761	Kasengwa	30		Mkowe
	60	20	CHIPITULE COMMUNITY		Chipangali	61		Sisinje
4	CHIPARAMBA	60	1	CHIPARAMBA BASIC	2940	Kasengwa	40	Chiparamba
		61	2	KAPITA BASIC	2972	Kasengwa	32	Khowe
		62	3	KAWAWA BASIC	2985	Kasengwa	40	Chiparamba
		63	4	CHAWA BASIC	2929	Chipangali	33	Chiparamba
		64	5	MSHAWA BASIC	3015	Kasengwa	30	Chiparamba
		65	6	KAPARA BASIC	2968	Chipangali	25	Sisinje
		66	7	MTAYA BASIC	3017	Chipata	32	Chiparamba
		67	9	CHITHOKOZO	9843	Kasengwa	28	Chiparamba
		68	10	MALOCHI	9778	Kasengwa	35	Mkowe
		69	11	MISHORO	7042	Kasengwa	40	Chiparamba
		70	12	THANGATA	9729	Kasengwa	30	Chiparamba
5	CHIPANGALI	72	1	CHIPANGALI BASIC	2939	Chipangali	77	Chipangali
		73	2	MADZI A TUWA BASIC	2994	Chipangali	104	Chipangali
		74	3	NKHALI KALI BASIC	3026	Chipangali	100	Chipangali
		75	4	CHAKOLOMA BASIC	4482	Chipangali	84	Chipangali
		76	5	CHAMANDA BASIC	2925	Chipangali	70	Chipangali
		77	6	MWITA BASIC	3024	Chipangali	65	Chipangali
		78	7	VIZENGE BASIC	3047	Chipangali	54	Chipangali
		79	8	NKHOTO BASIC	3027	Chipangali	70	Chipangali
		80	9	DWASENGA BASC	2952	Chipangali	77	Chipangali
		81	10	BLESSINGS	9728	Chipangali	108	Chipangali
		82	11	CHAKANDAPO		Chipangali	88	Chipangali
		83	12	CHAMAKANGA BASIC	7024	Chipangali	100	Chipangali
		84	13	CHAMAKUBI	7859	Chipangali	110	Chipangali
		85	14	CHIGWIRIZANO	10183	Chipangali	80	Chipangali





	204	8	CHILLE	8361	Kasengwa	74	Kwenje	
	205	9	KABWIRA IRI	8585	Kasengwa	44	Chingazi	
	206	10	KAZIMULE	9314	Luangeni	48	Kazimule	
	207	11	MSAMARIA WABWINO	7045	Kasengwa	54	Chingazi	
11	MPEZENI	208	1	KATAMBO BASIC	2978	Luangeni	40	Nsingo
		209	2	NTHOMBIMBI BASIC	3030	Luangeni	32	Nsingo
		210	3	MWAMI BASIC	3022	Luangeni	28	Nsingo
		211	4	MWAMI ECF	3021	Luangeni	35	Nsingo
		212	5	LUNYIKE BASIC	2991	Luangeni	35	Nsingo
		213	6	CHIPIKULA BASIC	2943	Luangeni	26	Nsingo
		214	7	FENI DAY	5163	Luangeni	26	Nsingo
		215	8	CHIFUNGE	9858	Luangeni	50	Nsingo
		216	9	FWAYA	9840	Luangeni	30	Nsingo
		217	10	MKULUNGU	9743	Luangeni	35	Nsingo
		218	11	MLANGA	7046	Luangeni	50	Nsingo
		219	12	MSHACHANTHA	9749	Luangeni	25	Nsingo
		220	13	MSHAMBO WA ROUND	9745	Luangeni	60	Nsingo
		221	14	NYAFINZI	9755	Luangeni	20	Nsingo
		222	15	NYAFINZI IRI	CLOSED	Luangeni	CLOSED	CLOSED
		223	16	WALLA BASIC	7752	Luangeni	35	Nsingo
		224	17	MAKWE	3002	Luangeni	35	Nsingo
12	MAKUNGWWA	225	1	MAKUNGWWA BASIC	3001	Luangeni	36	Makungwa
		226	2	CHIKANDO BASIC	2932	Luangeni	52	Chikando
		227	3	NYAKATALI BASIC	3032	Luangeni	55	Chikando
		228	4	KAZIMOMWE BASIC	2986	Luangeni	52	Chikando
		229	5	KAMWALA BASIC	2963	Luangeni	43	Chikando
		230	6	SHAMOMBO BASIC	3042	Kasengwa	85	Chingazi
		231	7	MKANIRE BASIC	3007	Kasengwa	43	Chingazi
		232	8	KALINGWIZI IRI	9768	Kasengwa	41	Chingazi

		233	9	KASUMBA IRI	9771	Kasengwa	45	chingazi
		234	10	MZLIKAZI	8680	Luangeni	40	Chikando
		235	11	THANTWE	8676	Luangeni	53	Chikando
		236	12	ZUNGULA IRI	9764	Kasengwa	45	Chingazi
13	MADZIMOYO	237	1	CRONJE BASIC	2958	Chipata Central	25	Kanjala
		238	2	MTIENZA BASIC	3019	Luangeni	21	Makungwa
		239	3	KAPOKO BASIC	2973	Kasengwa	36	Makungwa
		240	4	MADZIMAWA BASIC	2995	Kasengwa	40	Makungwa
		241	5	KATINTHA BASIC	2981	Kasengwa	30	Makungwa
		242	6	CHANKHANGA BASIC	2927	Kasengwa	25	Makungwa
		243	7	MADZIMOYO DAY SEC	5166	Chipata Central	22	Kanjala
		244	8	CHILOBWE BASIC	2935	Luangeni	35	Makungwa
		245	9	KANYANJA BASIC	2965	Luangeni	21	Makungwa
		246	10	NYANE	3034	Luangeni	28	Makungwa
		247	11	CHADYELE BASIC	8682	Kasengwa	44	Makungwa
		248	12	CHANGUTA IRI	8354	Kasengwa	40	Makungwa
		249	13	CHAPANAMA IRI		Kasengwa	26	Chiparamba
		250	14	FISHEN IRI		Kasengwa		
		251	15	KASUKANTHANGA BASIC	8586	Kasengwa	35	Makungwa
		252	16	KAUZU BASIC	9313	Chipata Central	16	Kanjala
		253	17	KAWIWE	8917	Kasengwa	36	Makungwa
		254	18	NCHAWA IRI		Kasengwa		
		255	19	NKHANDEKA IRI		Kasengwa		
		256	20	TIYESEKO IRI	8675	Kasengwa	31	Makungwa
14	MAGUYA	257	1	MAGUYA BASIC	2997	Luangeni	25	Khova
		258	2	KAPHINDE BASIC	2971	Luangeni	32	Khova
		259	3	MTANDE BASIC	3016	Luangeni	39	Khova
		260	4	SAIRI BASIC	3039	Luangeni	48	Khova
		261	5	MWASAUKA BASIC	3023	Luangeni	48	Khova

		262	6	KALUNGA BASIC	2961	Luangeni	35	Khova
		263	7	NYAKALUNGU BASIC	3031	Luangeni	42	Khova
		264	8	KALOLOKHOVA BASIC	2960	Luangeni	32	Khova
		265	9	NSINGO BASIC	3029	Luangeni	23	Makanglia
		266	10	MTOWE BASIC	3020	Luangeni	25	Makanglia
		267	11	ST MARYS SEC SCHOOL	5167	Luangeni	17	Makanglia
		268	12	CHIMPHINGA IRI		Luangeni	27	Khova
		269	13	JERUSALEM	7028	Luangeni	24	Khova
		270	14	KABELE	7030	Luangeni	30	Makanglia
		271	15	MAFEMULA	9775	Luangeni	25	Khova
		272	16	MAINGA	9776	Luangeni	43	Khova
		273	17	MAKANGLIA	7039	Luangeni	20	Makanglia
		274	18	MASIWA COMMUNITY	9781	Luangeni	50	Khova
		275	19	MBAZIMA COMMUNITY	9785	Luangeni	37	Chikando
		278	22	CHINYAMA IRI		Luangeni	37	Khova
15	KATANDALA	279	1	KATANDALA BASIC	2979	Luangeni	18	Nsingo
		280	2	NSANJIKA BASIC	3028	Luangeni	25	Nsingo
		281	3	MAGWERO S BASIC	3000	Chipata Central	25	Dilika
		282	4	MAGWERO D BASIC	2999	Chipata Central	25	Dilika
		283	5	MAGWERO B BASIC	2998	Chipata Central	25	Dilika
		284	6	DAMBE BASIC	2951	Chipata Central	25	Dilika
		285	7	CHUNGA		Luangeni	20	Nsingo
		286	8	MOUNTAIN STREAM				
16	MNORO	287	1	MNORO BASIC	3010	Chipangali	16	Msandile
		288	2	NYAVIOMBO BASIC	3036	Chipangali	30	Sisinje
		289	3	GONDAR DAY	5164	chipata	15	Msanga
		290	4	GONDAR BASIC	2954	Chipata	15	Msanga
		291	5	NGULUBE BASIC	3025	Chipangali	30	Msandile
		292	6	KAWAMBE BASIC	2984	Chipangali	23	Msandile

293	7	ZINGALE BASIC	3050	Chipangali	20	Msandile
294	8	MBURWE BASIC	3004	Chipangali	50	Msandile
295	9	NYAKUTWA BASIC	3033	Chipata Central	15	Msanga
296	10	KAPATAMOYO BASIC	2970	Chipangali	22	Msandile
297	11	MNUKWA BASIC	3011	Mnukwa	35	Nthope
298	12	CHAMBANA BASIC	7551	Chipangali	45	Nthope
299	13	CHISOMO	8352	Chipata	18	Msanga
300	14	MMAZYANGULU	9750	Chipangali	40	Msandile
301	15	NYAVITEKA		Chipangali	17	Msandile
302	16	KAMULASENI		Chipata Central	30	Msanga

**ULIMI NDI MALONDA/ CHITUKUKO, MALONDA NDI UMOYO**  
PROGRAMME EVALUATION QUESTIONNAIRE

Chinyanja

Dzina lanu:.....

Zaka Zanu (Lembani X pafupi ndi zaka zanu) Komanso Ukwati

15-20	WOKWATIRA
	WOSAKWATIRA

20-35	WOKWATIRA
	WOSAKWATIRA

35-60	WOKWATIRA
	WOSAKWATIRA

60-80	WOKWATIRA
	WOSAKWATIRA

Mudzi Wanu:.....

Mfumu Yanu:.....

Boma:.....

**CONDE YESANI KUYANKHA MAFUNSO ONSE  
POPANDA KUSIYAKO ANGAKHALE FUNSO LIMODZI LOKHA**

**1. Funso loyamba**

Kodi mumagwira nchito yotani mmudzi kuti mupeze cakudya, cobvala ndikulipira zina zonse zofunikira pa umoyo wanu?

Ndimalima munda	Ndimalima dimba	Ndimalima munda ndipo dimba	Ndimasunga ziweto	Palibe comwe ndimacita

**2. Funso laciwiri**

Kodi munda wanu kapena dimba, zimatha kuturutsa cakudya cokwanira komanso kukhaliranso cina cogulitsa?

Inde  Iyayi

**3. Funso lacityatu**

Kodi mumasunga ziweto zambiri zokwanira kudya komanso kugulitsa?

Inde  Iyayi

**Funso la cinai**

Kodi kwanu'ko aliko mlangizi wa malimidwe kapena masamalidwe a ziweto?

Aliko

Kulibe

**Funso la cisanu**

(a) Kodi mumapeza motani uphungu wa malimidwe kapena masamalidwe a ziweto ngati kwanu'ko kulibe mlangizi?

(b) Kodi mumapeza motani uphungu wa chitukuko, malonda komanso umoyo?

(1) Ndimamva ku misonkhano ndi zionetsero za ulimi

(2) Ndimamva poceza ndi alimi ena

(3) Ndimamva pa walesi

**Funso la cisanu ndi cimodzi**

Kodi ndi njira yotani yodalilika imene inu mumalandiliramo uphungu wa malimidwe kapena masungidwe a ziweto?

(1) Ndimadalila mlangizi wa malimidwe kapena komanso mlangizi wa masamalidwe a ziweto

(2) Ndimadalila uphungu wa pa walesi

(3) Fotokozerani yankho lanu:.....

.....

.....

.....

**7. Funso la cisanu ndi ciwiri**

Kodi mumamvetsera ku walesi ili yonse?

Inde

Iyayi

**8. Funso cisanu ndi citatu**

Ngati mwayankha kuti inde, fotokozani mwini walesi imene inu mumamvetserako

NDIYANGA	NDI YA WINA	NDI YA GULU LA PAMUDZI

**9. Funso la cisanu ndi cinai**

Lembani dzina la nyumba ya walesi imene inu mumamvetserako

ZNBC	RADIO MARIA	BREEZE 99.6FM	MAWAILESI ENA

**10. Funso la khumi**

Kodi mumakhala anthu angati pomvetsera walesi?

Ndimakhala ndekha	Ndimakhala ndi banja langa	Ndimakhala ndi anthu ena ambiri

11. **Funso la khumi ndi limodzi**  
Kodi mumakonda nkhani zotani pa walesi?

Nkhani za ndale	Mau ndi nyimbo za Uzimu	Ndi ena khani za Umoyo	Nyimbo zokha-zokha
Nkhani za Ulimi	Nthano	Miyambi ndipo Miyambo	Zina zace (Fotokozerani)

12. **Funso la khumi ndi ciwiri**

Pankhani zimene inu mwasankha pamwamba, ndondomekani nkhani zitatatu zimene inu mumakonda koposa, motsatana. Bwino-bwino

Yoyamba: .....

Yaciwiri: .....

Yacitatu: .....

13. **Funso la khumi ndi citatu**

Kodi mumamvetsera ku programu ya **Ulimi ndi Malonda** komanso programu ya **Chitukuko, Malonda ndi Umoyo** pa walesi ya **Breeze 99.6FM**?

Inde

Iyayi

14. **Funso la khumi ndi cinai**

Ngati mwayankha kuti **Iyayi**, fotokozani zifukwa:

Sindipeza phindu liri lonse mu programu imeneyi  Ndimasowa nthawi yomvetsera ku programu imeneyi.

Fotokazani ngati pali zifukwa zina: .....

.....

15. **Funso la khumi ndi cisanu**

Ngati mwayankha kuti **Inde**, inu mumakonda programu ya **Ulimi ndi Malonda**, fotokozani zimene inu mumatengamo mu programu imeneyi.

(1) Uphungu wa malimidwe ambeu zosiyana-siyana

(2) Uphungu wa magulitsidwe a zoturuka mu ulimi

(3) Zonse ziwili

16. **Funso la khumi ndi cisanu ndi cimodzi**

Kodi uphungu umene mumamva pa walesi mumaugwiritsa nchito?

Inde

Iyayi

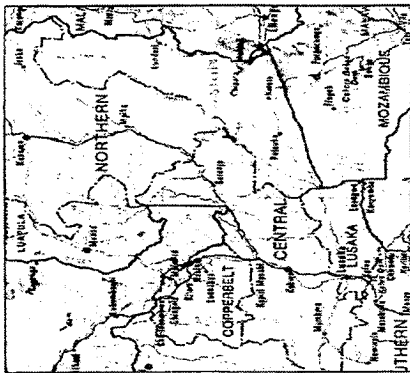
Fotokozani zifukwa pa yankho lanu: .....

.....

.....

**Coverage Area**

Breeze 99.6 FM has an average radius of 120 kilometres. The radius covers Chipata, the provincial capital of Eastern Zambia and surrounding areas. Other areas covered include Chadiza, Katete, Mambwe up to Mfuwe, and parts of Petauke, Sinda and Lundazi.



The station's radius captures a population of over 700,000 people, which is about 53 per cent of the regional population of 1.3 million. About 76 per cent of the population in the coverage area live in rural areas while 24 per cent are in the urban zones.

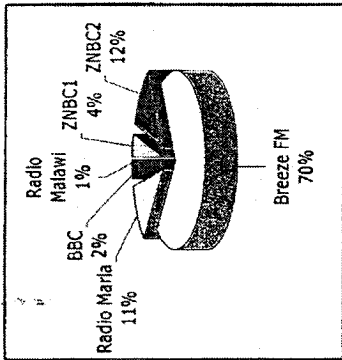
The station signal is also clearly received 70 kilometres into north-west Malawi and the border areas of Mozambique.



**Audience Surveys**

Breeze 99.6 FM regularly commissions independent market research surveys in Eastern Province.

70% of general listeners say Breeze 99.6 FM is their favourite radio station. And for small business owners, the figure rises to 86%.



92% of households in Eastern Province have a radio and 90% listen daily.

The surveys also show that listeners tune in to Breeze 99.6 FM for more hours a week than any other radio station.

Breeze is also working with a charity to ensure that hundreds of local villages receive and use solar-powered radios.

**Breeze 99.6 FM ensures your message gets heard!**

Full survey details are available from our marketing department.

**Benefits of Breeze 99.6 FM**

Advertisers all over the area are already feeling the benefit:

- ▶ "Radio is much better than posters or notices as our customers are scattered all over the province - the coverage is wide and instantaneous"
  - ▶ "Breeze FM is the station of the moment and we believe it will help us grow"
- and so are NGOs:
- ▶ "The hospital numbers of incoming TB patients increased over the (sponsored programming) period"

**How to Advertise on the Radio**

Spot adverts are available in 15, 30, 45 and 60 second versions.

Breeze 99.6 FM can produce the ads for you, as needed. Our marketing team can work with you to establish the most effective media schedule to meet your business objectives.

Sponsorship is successful when the sponsor has brand values in common with the programme being sponsored. All programmes can be sponsored except the news as it must be seen to be completely free of bias.

Contact the Breeze 99.6 Marketing Department:

Tel: - 260 6 221175  
 Fax: - 260 6 221823  
 Email: [breezefm@zamtel.zm](mailto:breezefm@zamtel.zm)

H

## Health talk

Thirteen Series.

Guest: Dr George Bwanga  
0977 656118  
[gbnt4@yahoo.com](mailto:gbnt4@yahoo.com)  
Box 32539  
Cornerstone  
Lusaka

Presenter: Angela Nyirenda

Producer: Angela Nyirenda

### . Malaria

1. How does malaria affect people
2. What are some of the measures that need to be taken when you suspect malaria
3. What can we do in order to prevent malaria
4. Any natural way of treating ourselves

### 2. Sexual Transmitted Diseases {STDS}

#### 1. syphilis

- what is its origin
- what are some of the symptoms
- what are the risk when not treated
- how can it be treated

#### 2. Gonorrhoea

- what is its origins
- what are the symptoms in females/men
- what are the risk when not treated
- what type of treatment can be given

### 3. Alcoholism

1. How does alcohol affect the body
2. What are the parts of the body that get infected as a result of alcoholism
3. What are some of the consequences of alcoholism?

#### 4. HIV and AIDS

1. Natural way of improving the immune system apart from modern drugs
2. Advantages and disadvantages of ARVs
3. Administering of ARVs
4. When is it supposed to be administered?

#### 5. Smoking

1. How does smoking affect the body?
2. Which parts of the body are likely to get affected as a result of Smoking
3. What are the short term effects of smoking?
4. What are the long term effects of smoking?
5. How do these effects apply to a pregnant woman who smokes

#### 6. Diarrhoeal diseases (Cholera)

1. What are the major cause s of cholera
2. What signs there to indicate that one has cholera
3. What type of treatment is given

#### 7. Tuberculosis (TB)

1. What is TB
2. What is the relationship between TB and HIV/AIDS?
3. How is TB treated?
4. Can TB be transmitted to another person, how?
5. What are the symptoms?

#### 8. Tooth Decay

1. What are the causes of tooth decay?
2. How often should one visit the dentists?
3. How important are these visits
4. What are the remedies that can be used to prevent tooth decay?

#### 9. Margrine head-aches

1. What is a margarine headache?

2. How does it come about?
3. How can it be treated?
4. Which age group is mostly affected by margarine headaches and why

#### 10. Malnutrition

1. What is malnutrition?
2. What are the causes of malnutrition?
3. Who is likely to get affected?
4. What are the long and short term effects?

#### 11. Fire burns

1. What are the causes?
2. how can burns be treated
3. How can one treat fire burns at home before victim is taken to t  
The hospital/clinic

#### 12. Aneamia

1. What is anaemia?
2. What causes one to become anaemic?
3. Is there treatment for anaemic patients
4. Are there any home remedies that can be used to help in the  
Treatment of anaemia

#### 13. Asthma

1. What is asthma?
2. How does it come about?
3. How can it be treated?
4. Which age group is mostly affected?

#### 14. Loneliness

1. what is loneliness?
2. .what causes loneliness
3. What can you say about anxiety, depression and what is the  
the problem of loneliness?
4. what is the psychological effect of loneliness?
5. what can one do to prevent loneliness
6. what can we say the about loss of emotional contact and

face encounter in the modern.

15. diabetes

1. what us the cause of diabetes
2. what is insulin and what role does it play
3. what is the choice of treatment?
4. what is the aim of treatment of diabetes
5. what hazards are there in diabetes?

16. high and low blood pressure

1. what is high blood pressure?
2. what is low blood pressure?
3. what causes them?
4. which age group is mostly affected?
5. how can it be treated?
6. is there specific medication for both high and low blood pressure?

..... END .....

# Appendix I: Radio Maria Programme Schedule

Time	Zachinyamata	Tikambirani	Ulamuliro wabwino	Kuceza ndi Azimai	Governance	Wozama ndani	Know your health
15:00				Musik from other countries			
15:30							
15:45							
16:00	Kuceza ndi ana						
16:15							
16:30	Announcements						
16:45	News from P P						
17:00	Dziwani za umoyo wanu						
17:15	Recorded Mass From the Parish						
17:30							
18:00							
18:15							
18:30							
18:45							
19:00	Music						
19:15							
19:30							
19:45	Zomwe zatifika						
20:00	Anthu oyera mumpingo						
20:15							
21:00							
21:15							
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02:00							
02:30							
03:00							
03:30							
04:00							
04:30							
04:45							
05:15							

## IRI BROADCASTING SCHEDULE

Start	Finish	Grades
09:00	09:30	G7
09:30	10:00	G1
30 min Break		
10:10	10:40	G2
30 min Break		
10:50	11:20	G3
30 min Break		
11:30	12:00	G4
30 min Break		
14:15	14:45	G5
30 min Break		
15:00	15:30	G6

Term 1	
Mentor Training Programmes	➤ 7 – 11 January
Regular Programmes (1 – 50)	➤ 14 Jan – 26 March
Holidays	<ul style="list-style-type: none"> <li>➤ 12 March – Youth Day</li> <li>➤ 21<sup>st</sup> March – Good Friday</li> <li>➤ 24<sup>th</sup> March Easter Monday</li> </ul>
Term Break	➤ 27 March – 4 May

Term 2	
Mentor Training Programmes	➤ 5 – 9 May
Regular Programmes (51 – 100)	➤ 12 May – 22 July
Holidays	<ul style="list-style-type: none"> <li>➤ 25 May Africa Freedom Day,</li> <li>➤ 30<sup>th</sup> June Heroes Day</li> <li>➤ 1<sup>st</sup> July Unity Day</li> </ul>
Term Break	➤ 23 July – 31st August

Term 3	
Mentor Training Programmes	➤ 1 – 5 September
Regular Programmes (101 – 150)	➤ 8 September – 17 November
Holidays	➤ 24 October
Term Break	➤ 18 November Onwards

There will be no IRI Broadcasts on Thursdays