

SOMDEL
Somali Distance Education
Literacy Programme
Macallinka Raddiya

Dr Alicia Fentiman
International Research Foundation
for Open Learning
Michael Young Centre
Cambridge
May, 2003

Contents

1. Summary of the report	page 4
2. Introduction	8
3. The Evaluation and Research Design	9
4. Main Findings	11
5. Conclusion and Recommendations	26

Tables

1. SOMDEL Logframe, achievements and remark	11
2. Number of SOMDEL learners	14
3. Data from Somaliland	14
4. Data from Puntland	15
5. Data from Somalia	15
6. School-age Learners in Somaliland	16
7. SOMDEL Classes Visited during the Evaluation	19

Appendices

1. Schedule and Timetable of Activities	28
2. Results from Four focus Group Discussions with Teachers (Hargeisa, Buroa, Borama and Bossasso)	30

Acknowledgements

During the evaluation, several people assisted me and I would like to thank them for their time and support. I would like to thank staff at the Africa Educational Trust in London, in particular, Michael Brophy, Emily Oldmeadow, Carolyne Dennis and Jill Landymore. I would also like to thank staff at Africa Educational Trust Office in Hargeisa and Somaliland for their support and contribution. In particular, Hassan “Embassy” Ahmed Ibrahim, Habiba Ahmed, Ali Jama, Sara, Ishmail, Mohammed Wafir, Ahmed, Mohammed Abdi Omer, Yassein Haji Dualeh, Abdi, and Daaud Ahmed from the Ministry of Education. AET Staff at Bossasso, Puntland: Hawa Ali Farah (AET Co-ordinator), Abdi Hakim Abdullai and Firdowsa Hassan Warsame. At the BBC, John Tuckey and Abdinur and Ruquya (course writer). I would also like to thank my colleagues at IRFOL, especially Terry Allsop and Kate Crofts for their support and encouragement.

I would like to thank all the AET staff, teachers and learners in Somaliland, Puntland and Somalia who were willing to speak with me and to share their views and experiences.

Summary

The Africa Educational Trust in conjunction with the BBC World Trust launched a new and innovative educational programme in March 2002 called SOMDEL – the Somalia Distance Education Literacy programme – Life Skills Approach. The aim of the programme is to provide basic literacy, numeracy and life skills to out-of-school children and adults who missed out or were denied access to conventional schooling. This is especially significant in Somaliland and Somalia where civil war has ravaged the country, and the educational system severely disrupted. A whole generation of people has been excluded from education.

The project is known locally in Somali as *Macallinka Raddiya* (Radio Teacher). It consists of a three way approach which combines radio, print, and face-to-face teaching. Each week on Thursday evenings at 5.30, a thirty minute radio broadcast is aired after the BBC World Service News. The main aims of the programme are:

- To ensure that people in difficult circumstances, particularly girls, have access to literacy, numeracy, and life skills
- To reach thousands of disadvantaged children, young men and women
- To improve the capacity in villages and towns to deliver local literacy and numeracy skills
- To develop distance teaching and audio (broadcast) materials
- To improve the understanding, awareness and discussion of health, human rights, and environment issues

The initial series of 50 radio broadcasts came to an end in March 2003, and the International Research Foundation for Open Learning was commissioned by the Africa Educational Trust to undertake the external evaluation.

The report is divided into 4 Sections. The first section provides the introduction and background of the evaluation. In Section 2, the approach to the evaluation and the research design are discussed. The evaluation uses the log frame of the project as an overview to measure the proposed goal, purpose, outputs and activities against the achievements, with additional comments made during the evaluation. This is supplemented by in-depth and detailed research. The research design, accordingly, includes both quantitative evidence to show the number of people benefiting from the programme throughout Somalia and Somaliland and qualitative evidence about the effectiveness and usefulness of the programme by interviewing a wide range of stakeholders – learners, teachers, listeners and AET local staff. A variety of data collection techniques were used: examination and scrutiny of statistical records and documents, focus group discussions, semi-structured interviews, case studies, surveys

and participant observation. To document regional differences, the evaluation was carried out in Hargeisa, Berbera, Buroa, Borama in Somaliland and Bossasso in Puntland.

In Section 3, the main findings of the research are discussed. A summary of the main findings are:

- 10,908 learners have enrolled in the SOMDEL programme in 351 SOMDEL classes throughout Somaliland, Puntland and southern Somalia.
- The majority of registered learners are female and over-age (older than school age)
- SOMDEL is providing a beneficial service to children of school-age who do not have access to formal schools. In each region, at least 2 remote villages are targeted for SOMDEL classes. Data show that 363 school-age children are currently enrolled in SOMDEL classes in Somaliland.
- Radio is a powerful communication and educational tool.
- The SOMDEL programme is an all-inclusive approach - it reaches a wide audience – not only those learners who are registered for the course but also for those listeners who can access the programmes via radio.
- The content of the life skills messages are culturally specific and transmit knowledge and information about important health, environment, and human rights issues.
- There are regional differences in the way SOMDEL is perceived and operates.

In section 4, Recommendations and Conclusion are discussed.

- **SOMDEL should continue beyond this first year.** The data collected during this evaluation show overwhelming support and commitment for the programme by a wide range of stakeholders. The most significant outcome is the number of people who have gained *access* to education. Thousands of people have benefited from the programme, both registered learners and listeners.

During the evaluation, it was shown that the radio broadcasts in form of “edutainment” make learning a fun and informative experience. It caters to a wide range of people with different needs and aspirations. The broadcast can reach parts of Somalia where conflict and fighting prevent other forms of educational delivery. Throughout the evaluation, various stakeholders were asked if they would like *Maclinka Raddiyaha* to continue, and there was overwhelming support for the programme. The radio teacher is a novel and successful initiative – it provides access to education to some of the most marginalised and excluded from society and raises the public consciousness on very important themes and issues that are crucial to development.

- **A strategy needs to be devised to expand SOMDEL further to target two distinct groups: (i). children of school-age in remote and rural areas with community support.** Special emphasis should be in areas where there are no functioning schools and

to devise ways to reach more out-of-school children. Major obstacles to this recommendation are the inaccessibility of communities, lack of transport, the lack of qualified teachers and seasonal migration. More community involvement would instil a greater sense of ownership into the programme.

(ii.) Male youth who have missed out of formal school. SOMDEL should also strive to focus on the young men who have not benefited from education. This, however, is a difficult group to target for a variety of cultural reasons.

Programme Pointers

A set of pointers emerges from the evaluation for improving SOMDEL programmes. These are:

- To provide further training for teachers on the concept of distance education.
- To stress the importance of the audio aspect of the programme as a significant component of the SOMDEL material.
- To emphasise the broadcast component to the learners
- To include a wider range of pronunciations in the broadcasts to cater to the regional variations in accent
- To compile a uniform template in Somaliland, Puntland and southern Somalia for the collection of statistical data on each learner during registration. The learner profile form should include the name, gender, age and date of enrolment. This will provide useful information for the AET database. If possible, teachers should also notify AET of drop-outs.
- To award the volunteer teachers with a certificate for participating in the SOMDEL programme.
- To devise an examination to measure the learner's literacy and numeracy skills.
- To improve the monitoring of SOMDEL classes throughout the country and to keep regular monitoring and evaluation reports.
- To prepare an audio cassette library of the SOMDEL broadcasts so teachers and learners can have regular access to the programmes. This would enable teachers to play the cassette at their convenience and avoid conflict over the timing of the broadcast, the conflict with prayers, and poor transmission of a programme. It would also allow a teacher to go at his or her own pace. In some areas, SOMDEL classes started much later than those in Hargeisa.
- To provide SOMDEL staff with research training skills. Action research could benefit the programme as well as to improve the skills of the individual staff members.

- To improve the distribution of workbooks and to make the materials more robust.
- To distribute the radios more efficiently.
- To improve rapport and communication between the AET office in Hargeisa and offices in Puntland and southern Somalia.
- To provide the learners with basic materials such as pencils and exercise books.
- To promote SOMDEL and to work with other non-government organisations throughout Somaliland, Somalia and in neighbouring countries where there are Somali-speakers and to keep them informed of SOMDEL activities and achievements.

The report concludes that SOMDEL has a lot of promise to deliver literacy, numeracy and life skills to thousands of disadvantaged people. SOMDEL is a flexible and adaptable approach to literacy and empowerment and in the long term it is hoped that SOMDEL will assist in the alleviation of poverty through access to basic education for all.

Section I: Introduction

The Africa Educational Trust in conjunction with the BBC World Trust launched a new and innovative educational programme in March 2002 called SOMDEL – the Somalia Distance Education Literacy programme – Life Skills Approach. The aim of the programme was to provide basic literacy, numeracy and life skills to out-of-school children and adults who missed out or were denied access to conventional schooling. This was especially significant in Somaliland and Somalia where civil war has ravaged the country, and the educational system severely disrupted. A whole generation of people has been excluded from education.

The project is known locally in Somali as *Macallinka Raddiya* (Radio Teacher). It consists of a three way approach which combines radio, print, and face-to-face teaching. Each week on Thursday evenings at 5.30, a thirty minute radio broadcast is aired after the BBC World Service News. There are two main aims of the programme: firstly, to help registered SOMDEL learners improve literacy and numeracy skills and secondly, to create an awareness and understanding of important issues in health, nutrition, environment and human rights.

The initial series of 50 radio broadcasts came to an end in March 2003, and the International Research Foundation for Open Learning was commissioned by the Africa Educational Trust to undertake the external evaluation.

The evaluation took place from the 22nd February – 3rd March, 2003. An outline of the main activities during the evaluation is described in Appendix 1. Several places were visited during the evaluation, and these included Hargeisa, Berbera, Buroa, Borama in Somaliland and Bossasso in Puntland. Because of security reasons, the evaluator was not able to visit the southern part of Somalia. The evaluation does not include information about the impact of SOMDEL among Somali-speaking refugees or the impact of SOMDEL in neighbouring countries. The evaluator was not a Somali-speaker and relied on translation from her trained research assistants.

Fortunately, the evaluation coincided with two SOMDEL broadcasts, so the evaluator was able to observe first-hand the broadcasts in two different regions – Haregisa, Somaliland and Bossasso, Puntland. The specific aims of the evaluation were to analyse the effectiveness of the SOMDEL programme in terms of reaching its target beneficiaries; to examine the impact of this three-way approach which incorporates printed materials, radio broadcasts and face-to-face instruction; to discuss the strengths and weaknesses of this approach with a variety of stakeholders; and to make recommendations or suggestions for future programmes.

Section II: Study Design and Implementation

The evaluation uses the log frame of the project as an overview to measure the proposed goal, purpose, outputs and activities against the achievements, with additional comments made during the evaluation. This approach was supplemented by in-depth and detailed research. The research design, accordingly, included both quantitative evidence to show the number of people benefiting from the programme throughout Somalia and Somaliland, and qualitative evidence about the effectiveness and usefulness of the programme by interviewing a wide range of stakeholders – learners, teachers, listeners and AET staff. During the evaluation, a variety of data collection techniques were used: examination and scrutiny of correspondence, records, monitoring reports, focus group discussions, semi-structured interviews, case studies, surveys, and participant observation. To document regional differences, the evaluation was carried out in Hargeisa, Berbera, Buroa and Borama in Somaliland and Bossasso in Puntland. In addition, a small research team in Hargeisa was formed and trained in interview techniques. Two surveys were conducted on SOMDEL learners and listeners in Hargeisa. The following instruments, which are the basis of our findings, were developed and used for the various stakeholders.

Learners

- Informal Group discussions and interviews with over 700 learners in 25 SOMDEL classes were held in Hargeisa, Berbera, Buroa, Borama and Bossasso. This provided feedback about the current SOMDEL programme and proposed recommendations for future programmes from the learners' perspective.
- Detailed case studies of SOMDEL learners.
- Visit to a remote village community where SOMDEL is providing basic education for school-age children who do not have access to formal school.
- A learner survey was conducted in Hargeisa on a random sample of 42 SOMDEL learners using semi-structured interviews and questionnaires.

Teachers

- Focus group discussions with 76 SOMDEL teachers in 4 locations: Hargeisa, Buroa, Bossasso and Borama. This allowed us to examine the regional variations in the approach of the comprehension of the SOMDEL programme and the ways in which the instruction and materials were delivered. By comparing and contrasting the various experiences of the teachers, it allowed us to look at the similarities as well as the differences according to region.
- Participant observation in 25 SOMDEL classes allowed the evaluator to examine the pedagogical and organisational structure of SOMDEL classes. Observations also

recorded where the class took place (i.e. in a formal school or private house), the target audience, and the use and presence of SOMDEL materials.

- Participant observation during two live radio broadcasts for the SOMDEL programme in 6 classes in two areas – Hargeisa and Bossasso. This allowed the evaluator to see first hand the interaction between learners and teachers during the classroom situation and to examine the quality of the transmission of the BBC broadcast.

Listeners

- A Listener survey was also conducted in Hargeisa on a random sample of 35 people in a variety of occupations throughout the town to see how many people knew about the programme. One aim of this survey was to see how many listen to the programme and why.

AET staff

- In-depth semi structured interviews with Africa Educational Trust regional coordinators. This was extremely important especially in interviews with the regional coordinator of Puntland and southern Somalia. Because of political instability and security concern, it was impossible to travel beyond Bossasso to other areas within Puntland and to southern Somalia.

- Telephone interviews with BBC staff - including the Director the BBC World Service Trust.

Limitations

The security situation in the southern part of Somalia did not permit the evaluator to visit Mogadishu. However, structured face-to-face interviews with key SOMDEL officials from the south provided sufficient information to make the evaluation representative. The evaluator was not a Somali-speaker and relied on the interpretation from her trained research assistants in the field. As a result, a variety of approaches were employed to cross-check the reliability of data and information.

The evaluator was unable to visit refugee camps in neighbouring countries to examine the impact of the SOMDEL programmes.

Measurements of individual learner's numeracy and literacy skills were not evaluated because an examination had not been implemented at the time of the evaluation.

Section III: Programme Outcomes

The main findings on the effectiveness and achievements of the SOMDEL programme are presented in this section in two ways. The first is to present the log-frame, remark on the extent of achievement and comment; this provides an overall view of the programme. Secondly, in order to obtain a more detailed understanding of the dynamics of SOMDEL from the stakeholders' point of view, the results from the various data collection activities are discussed.

Table 1: SOMDEL Logframe, Achievements and Comments

Narrative Summary	Extent of Achievement	Comments
<p>Goal: To help reduce poverty and gender inequality in Somalia by improving access to education for people from rural areas and other areas affected by conflict, especially young people who have not had access to schools.</p> <p>Purpose: To ensure that people in difficult circumstances, particularly girls have access to literacy, numeracy and life skills which will improve their opportunities for sustainable livelihoods in rural and post conflict areas in Somalia.</p> <p>Outputs: 12,000 disadvantaged children and young men and women with basic literacy and numeracy skills and improved knowledge and understanding of health, human rights and environmental issues.</p> <p>Improved capacity in 300 to 500 villages and local communities to deliver local literacy and numeracy programmes.</p>	<p>SOMDEL is providing a beneficial service to children of school-age who do not have access to formal schools. In each region at least two remote villages are targeted for SOMDEL classes. Data for Somaliland show that 363 school-age children are currently enrolled in SOMDEL classes. Increased demand for education, especially by females.</p> <p>Data show that the majority (70%) of SOMDEL learners are female. In many cases, SOMDEL offers the only access to literacy, numeracy and life skills to over-age females. Trained teachers volunteer to teach the SOMDEL classes.</p> <p>Enrollment statistics show that over 10,000 learners are registered with SOMDEL. These include both school-age children and over-age adults.</p> <p>351 classes are currently being run throughout and the commitment and dedication of the community demonstrate improved capacity. There are 356 volunteer SOMDEL teachers, The majority received in-service training through workshops.</p>	<p>There is a desire to expand SOMDEL classes to more remote areas and to increase the number of rural classes. The main obstacles in remote areas are inaccessibility and lack of transport and resources.</p> <p>SOMDEL classes are extremely successful in offering females their only opportunity to education. The classes are adaptable and flexible which complement the diverse needs of its female learners.</p> <p>Interviews confirm the success of SOMDEL providing basic education and life skills knowledge. (at the time of the evaluation the examination had not taken place)</p> <p>Great demand to expand even further if resources allow.</p>

<p>Distance teaching and audio (broadcast) materials developed and available for refugees and other Somali speaking communities in neighbouring countries, especially children who may have no access to literacy in their mother tongue.</p> <p>Improved understanding, awareness and discussion of health, human rights and environmental issues amongst the large radio listening public in Somalia, refugee camps and Somali speakers in neighbouring countries.</p>	<p>The broadcasts are aired throughout Somalia and Somaliland as well as in neighbouring countries. The course has the potential to reach Somali speakers in neighbouring countries.</p> <p>A unique feature about SOMDEL is that the radio broadcasts can be heard by anyone who has a radio. In a random survey conducted in Hargeisa it was shown that 88% of people listened regularly to the programmes because of their educational content and their entertainment quality.</p>	<p>The evaluator was not able to determine the impact of the SOMDEL broadcasts in refugee camps or outside the country. The evaluator is unaware of material distribution outside of SOMALIA. It is hoped in the second phase, further expansion of SOMDEL will include access for refugees.</p> <p>Surveys showed that listeners retained the information from the broadcasts. Health issues were extremely popular with the listener audience. (The evaluation did not examine the impact of the audio broadcasts outside the listening public in Somalia.)</p>
<p>Activities: Participatory planning, monitoring and evaluation involving range of stakeholders</p>	<p>A wide range of planning activities were undertaken for the SOMDEL programme.</p> <p>Participatory impact assessment was conducted in Somaliland from Sept-Dec. 2001</p> <p>AET External monitoring- April 2002; May-June 2002; and October 2002.</p> <p>Interim Report 2002</p> <p>Quarterly workplans for May/June 2002; Aug/Oct 2002; Nov/Jan. 2003.</p>	<p>Excellent planning and monitoring prior to the launch of the SOMDEL programme.</p> <p>Frequent monitoring throughout the SOMDEL programme.</p> <p>During the evaluation it was noted that AET staff outside Hargeisa faced difficulties monitoring the classes. This was often due to lack of transport, funds, and outbreaks of conflict. This can be improved.</p>
<p>Radio information and advertising for course and application procedures</p>	<p>Advertising and publicity about the course with details of application procedure were made in Somaliland, Somalia and Puntland.. All ngos and international organisations were notified about the programme via e-mail.</p> <p>Weekly information and publicity announcements were broadcast</p>	<p>Excellent publicity about the course even in areas where conflict has prevented access to formal education.</p>

	<p>on the BBC Somali Service</p> <p>Other BBC programmes, such as Focus on Africa and What's your Problem also publicised the programme.</p>	
Registration of village and district community groups with nominations for teachers	351 classes were registered for the SOMDEL programme. Every teacher had to be nominated by the community.	Nomination of teachers by the community is an inclusive strategy and helps the community to oversee and participate in the project.
<p>Training workshops:</p> <p>a. trainers</p> <p>b. teachers</p> <p>c. distribution of village literacy</p>	<p>a. one week training of trainers workshop was held in Hargeisa for over 30 trainers from Mogadishu, Bossasso, Garoe and all 5 regions in Somaliland.</p> <p>Additional training workshops were held in southern Somalia by AET Programme Manager, Hassan Embassy.</p> <p>b. A total of 18 Teacher trainer workshops were held throughout Somaliland, Puntland and Southern Somalia and a total of 459 teachers were trained.</p> <p>c. Distribution of materials was done in batches. In some cases there were some delays in receiving the written materials on time to coincide with the broadcasts.</p> <p>Radio distribution was also delayed. During the evaluation in February 2003, 100 radios were distributed.</p>	<p>The training workshops were well attended; however, interviews with teachers revealed that they would like further training in teaching in distance education mode.</p> <p>c. There have been problems with the production and distribution of materials. In some areas the materials were received late or incomplete.</p> <p>Improvements need to be made in the distribution of radios. An inventory of all radio distributed throughout Somalia, Somaliland and Puntland must be kept and up-dated.</p>
Radio broadcasts to support written course and face-face teaching	<p>The first radio broadcast was aired on the 28 March, 2002 and the last was in March, 2003.</p> <p>A total of 50 radio broadcasts were aired to coincide with the written material. Each week a main theme topic and key words were introduced to the learners and listeners.</p> <p>The number of face-to-face classes vary from 2 per week – 6 per week.</p>	<p>The broadcasts were well received. Learners and listeners appear to benefit from the programmes and retain knowledge. The themes were culturally specific to the SOMALI community. The content and the format of the production were well designed.</p> <p>Suggestions were made to change the time of the broadcast because it conflicted with prayers. In Puntland it was noted that the broadcasts should be held on a different day because Thursday was the “weekend” and teachers</p>

		<p>did not want to hold classes on Thursdays.</p> <p>Copies of all SOMDEL radio broadcasts should be made available on cassette as it would allow teachers to teach at their own pace and convenience.</p>
--	--	--

Quantitative data.

The statistics collected for Somaliland, Puntland and southern Somalia show that over 10,908 learners have enrolled in the SOMDEL programme in 351 SOMDEL classes with 367 teachers. Table 1 displays the breakdown by location. Interestingly, the data reveal that a total of 594 or 6% of SOMDEL learners are disabled. This shows that SOMDEL is making an impact in providing education to those who are often marginalised because of disability.

Table 2. SOMDEL Learners

Location	No. students	No.Disabled	No. Classes	No. Teachers
Southern Somalia	4211	276	145	119
Somaliland	4,316	150	133	175
Puntland	2381	168	73	73
Total	10,908	594	351	367

Statistics on the gender ratio of SOMDEL learners are currently being compiled; however, it is estimated that over 70% of the registered learners are female.

Detailed data for each area – Somaliland, Puntland and southern Somalia are shown in the following tables. The data, however, are not collected in a consistent manner in each area. In some cases, the statistical data show discrepancies.

Regional Information

Table 3. Somaliland

Region	No of classes	No. of Students
Hargeisa/Waquoy Galbed	49	1495
Borama/Awdal	11	249
Berbera/Sahil	19	487
Buroa/Togdher	34	793
Erigavo/Sanaag	20	359
Total	133	3383

Table 4. Puntland

Region	Classes	Students	Disabled	Teachers
Mudug Sheikhunaa	34	1016	69	34
Nugal	20	744	45	20
Bari – Qardho	11	368	28	11
Bari – Bossasso and Sanag	8	253	26	8
Total	73	2381	168	73

Table 5. Southern Somalia

Region	Classes	Students	Teachers
Waajid	10	309	11
Jowhar	19	473	25
Qoryooley	17	549	22
Baydhaba	22	645	28
Marka	47	1849	52
Mugdisho	14	386	19
Total	128	4211	157

During the evaluation, a total of 25 SOMDEL classes were visited in Hargeisa, Berbera, Buroa, Borama and Bossasso. Significantly, 17 of the classes were exclusively female. The high number of female learners enrolled in SOMDEL classes was also confirmed by teachers and AET outreach officers. The demand for education by females, especially over-age females, is very encouraging. In many cases, the evaluation has shown that SOMDEL provides the only alternative for them to become numerate, literate and to learn about life skills.

Children of School-age

Another group that the SOMDEL programme is reaching are the non-enrolled children of school age. A specific aim of the SOMDEL programme, as depicted in the log-frame, is to target remote, rural areas where children of school age do not have access to formal or conventional schools. As shown in Table 2, there are 10 remote villages in Somaliland where children are benefiting from SOMDEL classes. In each of the 5 regions, 2 classes are targeted exclusively for school-age children. Presently, a total of 363 children – 274 boys and 89 girls are enrolled in SOMDEL classes. (Data for Puntland and Southern Somalia will be forthcoming)

Table 6. SOMDEL- village school-age children in Somaliland

<i>Region</i>	<i>Location</i>	<i>Learners</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Awdal	Halimale	30	10	40
Awdal	Ruqi	22	9	31
Sahil	Hagal	20	6	26
Sahil	Rari-bul	18	3	21
Togdher	War-cimraan	45	15	60
Toghder	Qaybta	30	10	40
Hargeisa	Bend-Amaan	21	9	30
Hargeisa	Habsweyn	24	9	33
Sanaag	Kal-Sheikh	25	7	32
Sanaag	Shimbirale	39	11	50
Total		274	89	363

During the evaluation, one of these communities, Qaybta Village in Togdher Region was visited to see how SOMDEL operated for out-of-school children. Qaybta does not have a school and the closest school is about 20 kilometres away. The classes take place in a mud block room with a thatched roof; there is no furniture and the children sit on the dirt floor.

During an informal discussion with the children, they expressed their desire to be able to read and write and welcomed the SOMDEL initiative. A detailed interview with the SOMDEL teacher revealed that 30 students were enrolled aged 7-13 years. There is no primary school nearby. SOMDEL offers the only access to education for the community. The teacher holds 6 SOMDEL classes per week for two hours per day from 8-10am. Some of the problems he encountered were the lack of exercise books and pencils for the children; the lack of money to purchase batteries for his radio; and the timing of the broadcasts. Some of the children live several kilometres away and the evening broadcast is not suitable for them. Therefore, he suggested a copy of the broadcasts on audio cassette which would enable his learners to benefit from the programme.

The major constraints of reaching out-of -school children in rural areas are:

- The lack of trained, qualified volunteer teachers in the community
- The lack of transport and remoteness of the communities
- Difficulties of AET staff to get materials to these areas
- Seasonality of some of the communities
- Drought and poverty
- Security risk for AET staff

During the evaluation 25 classes were visited as depicted in the following table.

Table 7– SOMDEL Classes Visited During Evaluation

Location	Name of School/Venue	No. of learners present*	Type of venue	No. of Tutorials/week
Hargeisa	Ayaan Women's Centre	25 females	NGO - room	4 days/week
Hargeisa	SOCSA	19 females	SOSCA	2 days/week
Hargeisa	State House	21 females	Private house	2 days/week 30 minute shifts
Hargeisa	Malco/DurDur	All male- 22 soldiers and students	Formal classroom	2 days/week
Hargeisa	Malco/DurDur	50 females	Private class	6 days/week
Hargeisa	Hovoyoco	20 15F/5M	Ngo	2 days/week
Berbera	Women's centre	13 females	Ngo	6days/week
Berbera	“	15 females	Ngo	6 days/week
Berbera	“	32 females	Ngo	6 days/week
Berbera	Sahil Primary	23-18F/4M	Formal classroom	6 days/week
Berbera	Sahil Primary	24 girls	Formal Classroom	6 days/week
Berbera	Police Line School	35 females	Formal classroom	6 days/week
Buroa	Qaytab village school	10- 4F/6M	Mud/thatch room-village	6 days/week
Buroa	Local primary	19 females	Formal school	6 days/week
Buroa	Local primary	17 females	Formal school	6 days/week
Bossasso	Ngo	56 females	Private school	4 days/week
Bossasso	Ngo	28- 12F/16M	Private school NGO	4 days/week
Bossasso	Ngo	39-30F/9M	Private school Ngo	4 days/week
Bossasso	Ngo	40-29F/11M	Private School	4 days/week

			Ngo	
Bossasso	Ngo	18 11 females/7 boys	Private school Ngo	4 days/week
Bossasso	AET office	33 females	AET office	4 days/week
Borama	NGO	26 females	NGO -SOWDA	6 days/week
Borama	Local primary	20 females	Formal school	6 days/week
Borama	NGO – Awdal	30 females	Ngo room	6 days/week
Borama	Room	40+Females	Private House	6 days/week

Some of the main findings from our observations of classrooms and meetings are as follows. In our sample of 25 classes, 670 learners were present- most of the learners were female 594 (89%) compared with 76 (11%) male. In some classes they were notified in advance of our visit so it is difficult to know how “genuine” the attendance was; however, the majority of classes we visited were on spec so the learners we met would have been there irrespective of our visit.

The photograph above shows Amina, a 16 year old vegetable seller. She sells foodstuffs in the morning and in the afternoon she attends SOMDEL classes. During an interview with her, we asked her why she enrolled with SOMDEL. She replied, *“I want to be literate and numerate so I can keep a list of my debtors and to improve my business.”*

The location of where SOMDEL classes are held vary considerably- from a formal classroom in a school, a room in a private house, or a room in a local ngo. This flexible and adaptable approach allows SOMDEL classes to take place in a variety of locations.

Another significant finding is the regional differences of how SOMDEL operates. For example, the number of tutorials or face-to-face classes that are held vary. In Hargeisa, the usual pattern is to hold two classes per week and at least one of these classes is held on a Thursday evening to coincide with the BBC broadcast. Whereas outside of Hargeisa, the SOMDEL classes took on a different form, and most of the classes were held in the afternoons, six days per week in Buroa, Berbera and Borama. The reason for this is because the learners want to go to a class six days per week because it “mirrors” the formal school. They want the SOMDEL classes to be viewed and regarded just as important as the classes in conventional schools. In contrast, in Puntland SOMDEL classes are held 4 days per week, Saturday to Wednesday. They do not hold classes on Thursday evenings because it is the beginning of their weekend. Evidently, they record the broadcasts on audio cassettes and then play them on another day. When SOMDEL first started the local radio station use to record the broadcasts and play them twice a week; however, the station has been shut down by the local warlord.

Informal discussions with learners in the various classes revealed the following points.

Perspective of SOMDEL Learners

● *Reasons for enrolment*

- The majority of learners found SOMDEL classes compatible with their domestic responsibilities and commitments. As shown in Table 7, Enrolment in 17 classes was exclusively female.
- The majority enrolled because they do not have to pay fees.
- They receive free materials and free face-to-face instruction (it was noted; however, that in most classes learners have to share materials)
- The time of the classes (usually afternoons) was convenient especially for the female learners
- They found the topics interesting and relevant to their life. The favourite topics in the workbooks were female genital mutilation, breastfeeding and khat chewing.
- The most popular topic in all the classes was the theme on female genital mutilation and other health issues such as Khat chewing, and breast-feeding followed by the programmes on the environment.
- They enjoyed the broadcast and remarked, “Broadcast is a good teacher” ; “We are learning a lot of knowledge we did not know before” and they particularly liked the drama aspect of the radio production and the way in which the theme topics are debated and the various perspectives between traditional and modern views.

If the programme were to continue, additional suggested topics for new programmes include: family planning, environment, breast feeding, English and Arabic, history, drama, and literature.

● *Problems encountered:*

- Some of the learners did not understand the distance component and some did not listen to the radio broadcasts. When asked about the broadcast from the previous week, very few learners could remember the topic of the last radio broadcast that they heard. (This problem was highlighted in the AET interim report when it was remarked, “that the radios and broadcasts were seen as the symbol and glue rather than the main teaching tool” *Interim report*, April, 2002)
- Many viewed the SOMDEL class as a conventional class and wanted to attend classes 6 days per week like a formal class operates.
- Seasonal migration during the summer period disrupted studies.

● *Suggestions*

- The learners want to take an examination at the end of the course.

- Others suggested a certificate to acknowledge their success. As shown in the picture below a SOMDEL learner displays her numeracy skills.

To cross-check the validity of the group discussions, learners were also interviewed individually. A small study was conducted in Hargeisa and the suggestions and comments made in the group discussions were confirmed.

Perspective of the SOMDEL teachers

During the evaluation, a series of focus group discussions were held with teachers in four locations: Hargeisa, Buroa, Bossasso and Borama. Detailed findings from each focus group discussion are found in Appendix 2. The main findings from the focus group discussions are as follow:

- *What do you think of SOMDEL?*

- Unanimous support for the SOMDEL programme. All teachers commended the initiative and thought SOMDEL should continue beyond this year.

- Teachers volunteered to be SOMDEL teachers because they want to “help their people” and to help their country become literate. Many volunteers believe it is their duty to help.

- Majority of teachers had received formal training through a workshop.

- *Materials*

- The content of the material and the lay-out of the workbooks were fine overall. The majority believed that the topics were relevant and culturally important. The topics they enjoyed the most were health issues. In particular, the favourite topics were female genital mutilation, breastfeeding and HIV/Aids awareness and human rights. Other suggested topics for future programmes included – topics on sports, children’s rights, corruption, infectious diseases, literature and history. All liked the drama aspect of the programmes.

- Some teachers mentioned that they use the SOMDEL materials in other classes that they teach. As shown in Table 7 many of the classes are taught in private homes.

- It was suggested to combine some of the workbooks together and to only have 2-3 books and not 7. It was also suggested to make the materials more durable and robust with better covers and binding.

- *Broadcast*

- Timing of the broadcast provoked discussions. Some teachers thought it was fine as it is whilst other said it should be changed because it conflicted with prayers. In Bossasso, it was suggested to broadcast on a different day because it conflicted with the “weekend.”

- The quality of transmission varied throughout the regions. In particular, teachers in Bossasso said the broadcast was very poor. (This was observed during my visit to Puntland)

- The majority of teachers did not like the music and thought it should be improved. It was suggested to have a better “theme” tune for SOMDEL.

- Some teachers complained about the use of southern Somalia speakers and did not like the accents. They also complained about southern Somalia spelling for certain words.

- Some teachers did not fully comprehend the importance of the distance component and some used the materials without listening to the radio broadcasts.

- It was commented that the radios they received are cheap and do not last very long. They were described as “one time use and throw them away”

- *Suggestions for Improvement*

- More training workshops, especially to focus on the concept of distance education.

- More information on certain topics. The male teachers said they felt inadequate to teach about breastfeeding and would like more training in subjects that they felt they didn't understand properly.

- Flexible enrolment of learners at different times and of different abilities caused difficulty for some teachers. (though they coped with this by using two blackboards in ne room and dividing the learners by ability and date of enrolment).

- They would like some guidelines on how to cater for the diverse abilities of their learners and how to teach learners who enrolled late

- More visual aids such as posters and maps

- Incentives. Most said they would like to receive a certificate to acknowledge their participation in the SOMDEL programme. They would also like to receive a financial award. Some of the teachers were confused as to why other programmes offered by AET the teachers were paid and they were not.

Listener Survey

A listener survey was conducted in Hargeisa to see whether those who were not registered SOMDEL learners listened to the BBC broadcasts. A total of 35 people were interviewed randomly, and 88% knew about the programmes and listened regularly. This is encouraging because it confirms that the programme reaches not only those enrolled but also listeners. Further research is needed to examine the impact that SOMDEL has on the “listeners” especially outside Hargeisa in other regions and throughout Somalia and in neighbouring countries.

Perspective of AET staff – including regional coordinators and outreach officers

Many of the Africa Educational Trust staff work on different programmes, and not solely on the SOMDEL programme. During interviews and discussions I obtained their views about the SOMDEL programme.

- Teacher Incentives: A prime concern of the staff was the lack of incentives for teachers. They thought that teachers should receive an honorarium or some sort of incentive. They remarked that there was some confusion about why teachers for other AET programmes were paid, and SOMDEL teachers were not. Clarification needs to be provided to the teachers and to the AET staff.

- The justification as to why the majority of SOMDEL classes are held in towns was because there is a great demand for the programme because a significant number of people are illiterate. Towns are more accessible, reach a larger number of people, and there are more qualified volunteer teachers.

- The outreach offices found it difficult to expand SOMDEL classes to remote and rural areas because of inaccessibility, lack of transport, the lack of qualified people to volunteer and security concerns.

- There are problems in monitoring classes because of lack of transport and because of their other duties and responsibilities. (Monitoring varied from area to area.)

- They have experienced problems in receiving enough materials and in the distribution of materials and late arrival of radios.

In an in-depth interview with the Regional Co-ordinator for southern Somalia, he discussed the success of the SOMDEL programme. Despite the political instability and the constant bouts of clan warfare, there are over 4,500 registered SOMDEL learners. This is encouraging because it shows that even where conflict and fighting prevents other forms of educational delivery - SOMDEL provides an alternative strategy.

Observations during Class visits and Broadcast

The evaluation coincided with two Thursday evening broadcasts in two different localities – Hargeisa, Somaliland and Bossasso, Puntland.

1. In Hargeisa – Two SOMDEL classes were visited during the broadcasts. In each class, there was a radio and SOMDEL materials were present. The topic of the Broadcast was Female Genital Mutilation. The transmission was good and the learners listened to the broadcasts.

2. In Bossasso – Two SOMDEL classes were visited during the broadcast. In each class, there was a radio, and SOMDEL materials were present. The transmission of the broadcast was very poor and the interference made it difficult for learners to listen. In both classes, the teacher held the radio and tried to get a clear transmission. It was very difficult to hear the broadcast. Learners were not paying attention and did not seem to understand the topics. The learners in Bossasso do not normally attend SOMDEL classes on Thursday evenings. Teachers informed me that they record the broadcasts and listen to them on Saturday with their learners.

The various perspectives from learners, teachers and AET staff members confirm that SOMDEL is succeeding in providing access to a large number of people throughout Somaliland, Puntland and Southern Somalia. There is overwhelming support and commitment for the programme. The following section incorporates some of the remarks and findings from these stakeholders and suggests ways to strengthen and improve SOMDEL.

Section V: Recommendations and Conclusion

1. SOMDEL should continue beyond this first year. The data collected during this evaluation show overwhelming support and commitment for the programme by a wide range of stakeholders. The most significant outcome of the evaluation is the finding that thousands of people throughout Somaliland and Somalia have *access* to education. Distance education and open learning provide a realistic and viable alternative when more conventional modes of delivery are not available.

During the evaluation, it was shown that the radio broadcasts in form of “edutainment” make learning a fun and informative experience. It caters to a wide range of people with different needs and aspirations. The broadcast can reach parts of Somalia where conflict and fighting prevent other forms of educational delivery. Throughout the evaluation, various stakeholders were asked if they would like *Maclinka Raddiyaha* to continue, and there was overwhelming support for the programme. The radio teacher is a novel and successful initiative – it provides access to education to some of the most marginalised and excluded from society and raises the public consciousness on very important themes and issues that are crucial to development.

2. A strategy needs to be devised to expand SOMDEL further to target two distinct groups:

(i.) Children of school-age in remote and rural areas with community support. Special emphasis should be in areas where there are no functioning schools and to devise ways to reach more out-of-school children. Major obstacles to this recommendation are the inaccessibility of communities, lack of transport and the lack of qualified teachers. More community involvement would instil a greater sense of ownership into the programme.

(ii.) Male youth who have missed out on education. SOMDEL should also strive to focus on the young men who have not benefited from education. This, however, is a difficult group to target for a variety of cultural reasons.

3. Programme Pointers

A set of pointers emerges from the evaluation for improving SOMDEL programmes. These are:

- To provide further training for teachers on the concept of distance education.
- To stress the importance of the audio aspect of the programme as a significant component of the SOMDEL material to the learners.
- To compile a uniform template in Somaliland, Puntland and southern Somalia for the collection of statistical data on each learner during registration. The learner profile form should include the name, gender, age and date of enrolment. This will provide useful information for the AET database. If possible, teachers should also notify AET of drop-outs.

- To award the volunteer teachers with a certificate for participating in the SOMDEL programme.
- To devise an examination to measure the learner's literacy and numeracy skills.
- To improve the monitoring of SOMDEL classes throughout the country and to keep regular monitoring and evaluation reports.
- To prepare an audio cassette library of the SOMDEL broadcasts so teachers and learners can have regular access to the programmes. This would enable teachers to play the cassette at their convenience and avoid conflict over the timing of the broadcast, the conflict with prayers, and poor transmission of a programme. It would also allow a teacher to go at his or her own pace. In some areas, SOMDEL classes started much later than those in Hargeisa.
- To provide SOMDEL staff with research training skills. Action research could benefit the programme as well as to improve the skills of the individual staff members.
- To improve the distribution of workbooks and to make the materials more robust.
- To distribute the radios more efficiently.
- To provide the learners with pencils and exercise books.
- To improve rapport and communication between the AET office in Hargeisa and offices in Puntland and southern Somalia.
- To promote SOMDEL and to work with other non-government organisations throughout Somaliland, Somalia and in neighbouring countries where there are Somali-speakers and to keep them informed of SOMDEL achievements.
- To conduct further research to examine the impact of SOMDEL in refugee camps and among the "listeners" throughout Somalia and Somaliland.

The report concludes that SOMDEL has a lot of promise to deliver literacy, numeracy and life skills to thousands of disadvantaged people. SOMDEL is a flexible and adaptable approach to literacy and empowerment, and in the long term it is hoped that SOMDEL will assist in the alleviation of poverty through access to basic education for all.

Appendix 1 – Schedule of Activities

Date	Activity	Key personnel
20/02/03 Hargeisa	Arrive from London Meet with Emily Oldmeadow Visit 2 SOMDEL classes	AF, EO Ali Jama and Ismail
21/02/03 Hargeisa	Lunch with Hassan Plan of Action with EO Meeting with Hassan	AF, EO,
22/02/03 Hargeisa	Meeting with SOMDEL Regional Managers Meeting with AET research officer DIY solar presentation Meeting with Research assistant- MoE	AF, Ali Jama, Ahmed, Ismail, Mohammed W.
23/02/03 Hargeisa	FG with teachers from Hargeisa (23) Visit to 4 SOMDEL classes	AF, Ali Jama and teachers Dauud
24/02/03 Berbera	Meeting with Regional Education Manager and SOMDEL regional officer In-depth interviews with 2 learners – case studies Visit 8 SOMDEL classes: discussions with Learners	AF, Ahmed, Jama
25/02/03 Buroa	FG with teachers from Buroa Visit to 2 SOMDEL classes	AF, Ahmed
26/02/03 Hargeisa	Meeting with Ali Jama Plan trip to Puntland	

	<p>Meeting with Hargeisa research team</p> <p>Interviews with female prospective listeners</p>	<p>Ali Jama, Dauud and Habiba</p>
<p>27/02/03 Bossasso, Puntland</p>	<p>Travel to Puntland Meeting with AET staff in Bossasso</p> <p>Visit to 7 SOMDEL classes Listen/Observe BBC Broadcast</p> <p>In-depth interview with Ismail About Southern Somalia</p>	<p>Hawa and Abdi</p>
<p>28/02/03 Bossasso, Puntland</p>	<p>Meeting at AET office</p> <p>Focus group discussion with SOMDEL teachers</p>	
<p>1/03/03 Hargeisa</p>	<p>Echo flight to Hargeisa</p> <p>meet with Hargeisa research team</p> <p>Discussion with Michael Brophy, Director AET</p>	
<p>2/03/03 Borama</p>	<p>FGD with SOMDEL teachers</p> <p>Visit 4 SOMDEL classes</p>	
<p>3/03/03</p>	<p>Meeting with outreach officer from Erigavo</p> <p>Briefing of main findings with AET staff</p>	

Appendix 2 : Focus Group Discussions with Teachers

1. Focus Group Discussion with Teachers in Hargeisa

Why do girls come to SOMDEL classes?

Because there is no school fee and that it is the afternoon (a convenient time).

SOMDEL learners are mostly female because of the cultural belief against female education. Most boys went to conventional schools

Why do girls drop out?

No textbooks, too old and want to sit around, marriage, domestic house-work and family problems and some are “ashamed”

Training workshop:

2 days/2 workshops

Most of the teachers had received some training and had attended a workshop. The male teachers suggested more training which included seminars on specific topics such as breastfeeding and nutrition.

Unanimously they said that the training they received was not sufficient.

When probed and I asked why?

They want more skills, experience and basic pedagogy

More technical knowledge of distance education mode and how to teach with this mode.

They would also like to receive payment for attending a meeting.

Curriculum to be expanded and to include the following topics:

Economy, corruption, literature, stories, infectious diseases and prevention

Role play in order to teach a concept

Sanitation and HIV-Aids, child rights, human rights and women’s rights

Kat chewing and tobacco

Curriculum enrichment should include conflict resolution and peace

Social exterminated communities ; minority groups; upgrade agriculture

BBC Broadcasts

Time is now 5.30; the majority of teachers said it should be changed to 4.30 or 5pm. Or to have it on another day. It was thought that Thursday is not a good day as it is the beginning of the “weekend”.

One teacher mentioned that the students were confused about the programme i.e what is in the books and what is broadcast

All thought that the drama aspect of the programme was very good and that it reached a wide range of listeners.

Teacher guide: main themes

Use of experts and professionals was very important; interviews with real people such as “patients” or those suffering from a particular illness/problem

To add some oral exercises on the programme and to include more songs and drama and radio plays because they were more interesting. (INFOtainment?)

Another topic that came up was that the broadcast should include more from Somaliland and the south and to use more local performers from Somaliland.

The first two programmes were very good and the best. They didn’t think that the programmes were balanced by region

They didn’t think the opening song was very good and that the beat should be better and that it was not “warming up the listener”.

The programme is mad in isolation and there should be more actors/actresses from Somaliland in the broadcast.

What kind of incentives do you need as a SOMDEL teacher?

Money or some kind of reward.

Some said they would not continue in the second phase without remuneration or some sort of incentive. If they do not receive money, they would like to receive more training. They would also like to be involved more at the local level and teachers should also be interviewed and part of the programme.

They would like to receive a certificate that they taught the course for a year. They also suggested that students should also receive a certificate that they completed/did the SOMDEL course.

(Note: Some of the teachers mentioned that they use the SOMDEL materials in other classes that they teach.)

2. Focus group discussion in Buroa with 23 teachers: 13 male and 10 female.

How many of the teachers attended a training workshop? 13/23 attended a training workshop; the workshop was useful but the teachers indicated that they would like more training. Some of the teachers started late and missed the training workshop. 12 of the teachers are qualified teachers and teach in government schools.

What do they like about SOMDEL?

Use of radio helps more people to be informed and learn

The issues are good and provoke discussion

Materials and BBC broadcasts are parallel and complementary

Broadcasts can be heard everywhere

The course attracts more females, esp. over-age

Easy to understand

People who missed out when young now have an opportunity
Project useful for nomadic people
Project helps disabled people to learn

How to improve the broadcasts?

Time is too short; it should be longer
If radios were distributed earlier, it would have helped
Visual aids should complement the materials
No one was given a radio
Time is inconvenient for female learners
To cope with regional differences the actors should come here or use local actors from this region

What do you think about the topics?

The topics are all good especially health, human rights and security
“The topic on female genital mutilation was particularly interesting because it is a subject that is not usually discussed openly and the argument was very persuasive and convincing”
Suggestions for new topics: agriculture, economic related issues, human rights, drugs, women’s rights .

Only 8 of the 21 teachers have a class on Thursdays to coincide with the broadcasts

Have you encountered any problems with the Materials?

All teachers experienced a problem with books arriving late
Workbooks were distributed late and there is a scarcity of books
5 teachers have not received copies of book 7

How is the quality of the SOMDEL material?

The books are fragile and split
Print is not good
There are mistakes and errors
Pictures referred to in the text are not there
Binding is not good
Some are photocopied and the quality is very poor.
In book 6, the font is too small
Problem with the Somali language – there is a difference between the north and south
And the writing is different – for example – the word Adhi is referred to as Ari
They would prefer the Somaliland script

Why did you become a SOMDEL teacher?

Starting from grassroots and we must help our people
All volunteers
“to help our people” and “to share the word with the people”
“We must bring the old and the young together after the civil war”
“Those of us who know something should work together to help each other”

“For society to understand and to be peaceful and to see and observe us. What we are doing is right.”

Do you experience any problems?

Lack of chalk

Lack of equipment- chairs, tables, blackboards

Financial incentive – 1 year voluntary but feel they should receive an honorarium

10 of the teachers present rent a private room to hold the classes and would like some money to pay for the room (others hold classes at government schools)

If a teacher falls ill, there is no one to replace him/her

Students come and go as they please

Flexibility in enrolment causes difficulties

Who are your learners?

The majority of learners are female and over-age

They did not go to formal school because of the war and poverty.

They come to SOMDEL because it is free

How many classes do you hold per week?

6 classes/week in the afternoons because our learners are working in the mornings

How can SOMDEL be improved?

Issue certificates to those who attend now and to encourage new students to register

Teachers should be given an incentive to continue – an honorarium, radio and school furniture.

Rental of rooms should be paid by AET

All teachers should receive a certificate for teaching the course

(Note: The list of SOMDEL teachers held by the RM was incomplete. Records should be up-dated and maintained during regular monitoring visits.)

3. Focus Group Discussion in Bossasso, Puntland: 7 teachers – 5 male, 2 female

Why did you volunteer to be a SOMDEL teacher?

- to help the needs of our community

- to volunteer now and maybe get a job in the future

How many teachers attended the training workshop?

3 out of 7 attended a training workshop.

Was the workshop sufficient?

More training should be given for knowledge and money

How did you hear about SOMDEL?

Through the School Board; Adult Education and the Department of Non-formal Education publicised it. Some heard about it on the radio.

Do you encounter any problems with the materials?

Binding is not good

Not enough books

Cover is stiff and tears easily

Problems with distribution –No 7 book – no teacher guides and No 6. No student workbooks and 500 teacher guides.

What Topics do you like?

All the topics are interesting

Discussion among SOMDEL students of all of Somalia and have them talk on air

Sports and exercise should be included

Literature, songs and poetry

Broadcasts?

Radios were received very late

Quality of radio is poor

Local station has shut down by the local war lord

There is interference and the transmission was not good.

4. Focus group discussion with teachers in Borama- 11 male and 4 female

Why did you volunteer to be a SOMDEL teacher?

To help our people

People were displaced and missed out on education

Government collapsed and we need to help

Who are the SOMDEL learners in your area?

Most of the students are over-age females who did not have a chance to go to school

Some are “house girls” who work in the morning and come to class in the afternoon

SOMDEL training workshops

2 days training were sufficient

Radio

Not enough radios

The time of the radio broadcast on Thursday evenings is fine

Structure of broadcast

Too short

The don't like the tune

Debate is good

Language- actors are all the same and monotonous and the same time and same dialect.

The dialect does not reflect all of Somalia

Topics

All are good especially: the ones of health- hygiene, environment, female genital mutilation, infectious diseases, conflict resolution and land conservation.

Suggested topics for future programmes?

Religious courses

Maths

Environmental issues

Plantations, mobilisation and culturally friendly with the environment