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MINISTERE DE L'EDUCATION NATIONALE
DIRECTION NATIONALE DE
L'ENSEIGNEMENT FONDAMENTAL

REPUBLIQUE DU MALI
UN PEUPLE - UN BUT - UNE FOI

**THE ADVANTAGES OF GIRLS' EDUCA-
TION AND THE CONSEQUENCES OF
NON-EDUCATION ON GIRLS**
TRANSLATION FROM BAMBARA TO ENGLISH OF FOUR
BROADCASTS IN MALI

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
Bamako, Mali
1998

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BASIC EDUCATION EXPANSION PROJECT
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

GIRLS' SCHOOLING DOCUMENTS

<u>DATE</u>	<u>LANGUAGE</u>	<u>TITLE</u>	<u>SOURCE</u>
Nov. 1992	English	LITERATURE REVIEW GIRLS' PRIMARY SCHOOL EDUCATION IN MALI BENIFITS, DETERMINANTS, PILOT PROJECTS	DNEF
1991	French	MATERIEL DE FORMATION DU PERSONNEL ENSEIGNANT SUR LA SCOLARISATION DES FILLES	DNEF
1991	French	11 ARTICLES SELECTIONNES SUR L'IMPACT DE LA SCOLARISATION DES FILLES DANS 11 ASPECTS DU PROCESSUS DE DEVELOPPEMENT	DNEF
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1990	French	SCOLARISATION DES FILLES 7 PROJETS PILOTES	DNEF

LEGEND

DNEF - Direction Nationale de l'Enseignement Fondamental

USAID/MALI
 EDUCATION/HUMAN RESOURCES DEVELOPMENT OFFICE
 BASIC EDUCATION EXPANSION PROJECT (BEEP)

BASIC EDUCATION EXPANSION PROJECT

OBJECTIVE
 Improve Quality, Efficiency and Equity of the
 Basic Education System

TARGET REGIONS
 Koulikoro, Sikasso, Ségou, District of Bamako

IN-SERVICE TRAINING (BG)

- * Training of school Directors and Teachers in teaching by objectives.
- * Training of Inspectors and Pedagogical Counselors to provide training on a large scale.

MANAGEMENT INFORMATION SYSTEM (DG)

- * Census of MOE personnel. Design of computerized data base for publishing school statistics.
- * Design and implementation of Regional Information Systems.

GIRL'S ENROLLMENT (KK/FND)

- * Sociological studies on the issue of girl's low enrollment.
- * Campaigns via media and NGOs to increase girls' enrollment and retention in school.
- * Competition among schools and distribution of awards.

MANAGEMENT TECHNICAL ASSISTANCE (JT)

- * Studies on Improvement of MOE management Systems.
- * Management training/Study tours in the US for MOE staff at national, regional, and local levels.

COMMUNITY SUPPORT (IS/JT)

- * Funding up to 75% of school rehabilitation/equipment projects.
- * Launching of Koulikoro Complete School pilot project.
- * Training of Students Parent's Association (APEs) in management and finance.

MONITORING AND EVALUATION (YMG)

- * Building sustainable M&E capacity.
- * Testing of teachers and students' performance in the schools.
- * Annual Project Evaluation.

TRANSCRIPT

BROADCAST I

N a a m...! Toward a discovery of our national languages : an emission meant to enhance girls' enrolment .

The broadcast begins with a lesson in a national language classroom. There, we are introduced to a language teacher greeting his students. Later on, he starts with a review of the previous lesson which in fact was about the different letters of the Bambara alphabet. In this warming up session, a review of the vowels and the voiceless consonants is done. The teacher explains how voiceless consonants (dafataw) combine with vowels (dafalenw) to give new words. As an illustrative example, here is one : S.....a : Sa (snake).

The students are then asked to make combinations of their own.

(Follows a break and then a T.V. game starts)

Teacher: (Addressing one contestant) My friend, what's your name?

First contestant: My name is Maïmouna Traore.

Teacher: Maïmouna..... Where are you from ?

Maïmouna: From Fadjiguila.

Teacher: Fadjiguila ! So, you have come for the contest ?

(To the second contestant) And what about you my friend ?

Second contestant: N'ji Traore.

Teacher: (surprised) Eh! That's really a competition between brother and sister.

N'ji: (smiles)

Teacher: So, you won't cheat, will you ?

N'ji: Promised.

Teacher: Now, let's move to today's topic. (Going to the board)

Today, our authorities worry about girls' schooling. Here are a few expressions about the topic. (Reading)

The issue of girls' schooling

- independence
- prevention
- a girl
- prostitution
- schooling
- illiteracy
- peace
- loitering
- stability

The above expressions have a link with girls' education. Now, will

each of you write a short paragraph about the topic. You have two minutes to do it.

(Then turning back to the T.V. viewers)

We haven't seen each other for a long time. Let's continue our previous lesson. Before that, I'd like to re-read the expressions to you too. While our contestants work, you can try them yourselves.

As I told you, the topic is about girls' schooling. We are all concerned about it day and night because it has become a serious matter. Ready?

(The teacher then reads the expressions and assigns the viewers two minutes to work. He comes back to the contestants).

Before our contestants are ready, I'd like to remind you that " Naam" is an emission for all of us. Sponsors are welcome to advertise through it. It will be of a benefit to all of us. (To the contestants) Time is almost over. Right, it's time. Stop writing and read your paragraph to us
Maimouna: To me, when a girl attends school, she can prevent herself from illdoings. That can also reduce her parents' burden. It can also help in the development of the country.

Teacher: Is it what you wrote? May I have your paper? The jury will have to pronounce about it .

N'ji: Girls' education brings stability to a country. Schooling prevents girls from illiteracy. It will bring peace to them one day. It prevents them from loitering and prostitution. Girls' education develops the country.

Teacher: Now, I'd like the jury to make a decision about the two pieces of writing. (Later on, back to the lady)

Maimouna, how many points have you won ?

Maimouna: Twelve.

Teacher: And you, N'ji ?

N'ji: Seventeen

Teacher: This is a brother and sister contest. Let's move. Now dear spectators, we are going to do a dictation. I'd like everybody to get ready. Get your pens and papers. Let's start:

" Everybody should attend school. This develops the country. Everybody being able to care for himself means independence and self-reliance ". If you are thru, we'll check this on the board. Let's hand in the sheets to the jury. I hope you people at home you made it. Let's read it together. (The teacher reads the dictation from the board and then comes back to the contestants.) N'ji, how is it ?

N'ji: Well, there's some difficulty in it.

Teacher: Okay, let's take a break.

(Musical break)

Teacher: Now, I'll write a scrambled word on the board. You'll have to decode the word. (He writes the scrambled word and asks the lady to decode it. She also decoded two other words. Later on, he asks the lady her opinion about girls' schooling).

Maïmouna ; One should worry about illiteracy among girls. This is not good for them.

N'ji: It's no use sending girls to school. They should stay home and help their parents with cooking and the household tasks. This suits them better than schooling.

Maïmouna: Teacher, I think that girls' education has a benefit. Even if you can't find a job in an office, you will solve some of your own problems. A literate girl will read her children's prescriptions, get involved into business, become a tailor, can.....

Teacher: (Interrupting Maïmouna) N'ji, she has said more than you have..

N'ji: I don't agree with her. Literate girls forget about their role within the family. It's the maid who works for them. They can't take care of their husband. Literate women are too busy. I suggest that they don't attend school.

Teacher: No schooling for girls ?

Maïmouna : Schooling lessens the household tasks.

N'ji : Yes, they'd rather learn household tasks than go to school.

Maïmouna: Schooling lessens the household task because today there are many writings about different things, even about cooking. If one is literate, she will read about cooking recipes....

N'ji : But they don't all do it. Once they are literate, they go from bad to worse. We then conclude that this is due to literacy. Therefore to me, it's no use sending them to school.

Maïmouna: To me, there is a benefit.

Teacher: Are you literate, Maï ?

Maïmouna : Yes, I attended school for a while.

Teacher: What benefit did you get from it ?

Maïmouna: Now I am a tradesman. I can handle my own writings, lend money to people and ask people to pay me back. I know how much my goods cost me. I can calculate my benefits.

Teacher: Yes, this is management. Do you think an illiterate woman can do this ?

Maïmouna : If one doesn't go to school, she won't be able to do it.

N'ji: Nevertheless, I still maintain my point of view.

Teacher : Do you ? Alright, that's fine. Well, to judge this contest is beyond my competence. Let's refer to the jury.

(Musical break, then back on stage)

Teacher: You've won some more points. How many have you won ?

Maïmouna: 45 now.

Teacher : 45. That's fine. And you, N'ji ?

N'ji : 44.

Teacher: (To N'ji) Seems that your sister wants to beat you. But the riddles will make the difference. Right ? (To Maïmouna) Well, Maï ?

Maïmouna : Yes.

Teacher : I've been sent a riddle. Listen to it .

Maïmouna: Okay.

Teacher : (Reading) " Whenever you beat it, it retaliates". What is it?

Maïmouna: (Trying to figure out what the riddle means) Whenever I

Teacher : No, " whenever one beats it, it retaliates " .

Maïmouna: This^{'s} a stone thrown to another one.

Teacher : (Not satisfied) Uhm..... Sorry Maï, you are wrong.

(To N'ji) And you my friend ?

N'JI: (Repeating the riddle) If one

Teacher : " Whenever you beat it, it retaliates " .

N'ji : I don't know .

Teacher : Sorry, the Traores. This is not good. The answer is : The ash .

N'ji : (Agreeing) Yes

Teacher : (Explaining with gestures) If you beat the ash with the palm of your hand, it will stain your face. It retaliates. Isn't true ?

Maïmouna and N'ji : (Both agreeing) Yes, that's right.

Teacher : Okay. How to the second riddle. This second one has been sent from Lafiabougou by Mah Niakale. Listen to it:

" The bird's dirt remained on the stone for seven years, seven months and seven days. No rain could wash it out ". (To N'ji) So....

N'ji: (scratches his head, but doesn't answer)

Teacher: (To Maïmouna) Maï, and you ?

Maïmouna: Well Sir, this is a rather difficult one.

Teacher: (Laughing) It's a really difficult one. (Laughing again) This is one pleasure of learning Bambara. The answer is : ' a bad word said to someone '. Uhm ?

Maïmouna: (Agreeing) That's right, Sir.

Teacher: Another answer is ' a scar '. If you had found either answer, it would have been good. If one has a scar on his foot, no rain will wash it out. Do you understand now.

Maïmouna and N'ji: Yes, that's right.

Teacher: Well, Mah Niakale has beaten you now.

N'ji: We have understood now.

Teacher: Have you ?

Maimouna : Yes, we have.

Teacher: (To the jury members) Now the jury, the floor is yours.

(Follows another musical break)

Teacher: Now, let's move on to reading.

(The reading lesson takes place in a classroom with a few students. There is a text written on the board and the teacher calls a volunteer to go to the board and read it. The student is asked to read slowly. Another volunteer is asked to go for a fast reading of the same text. The teacher then insists on the fact that while reading, the eyes should move faster than the lips. Finally, he asks the students to copy the passage down their notebooks).

(To the viewers) You too, copy this passage and try to read it by yourselves. (Back to his students) I think I told you that you should have a notebook to copy down reading passages. Try to read it by yourselves. Well, that's all for today. See you tomorrow.

(Another break)

Teacher : You couldn't win any more points.

(To N'ji) Your sister has beaten you a little bit. Does it matter ?

N'ji: No, it doesn't.

Teacher: Alright. Here are the jury members.

(Introducing them) This is Abou Diarra. He works at the IPN. Moussa Sidibé, you are a former jury member of our contest game. Now, I'll leave the floor to you.

(Mr. Diarra begins by congratulating the teacher. He then says that, since he is representing the Ministry of Education, he'd like to reward Ms. Maimouna on behalf of his Ministry. He also adds that they are all concerned about girls' education. Both contestants received their gifts from the hands of Mr. Diarra. Later, the teacher concluded with the following words :

Teacher: Let us all work together. Girls' schooling is not the concern of only one person. We do talk about it. But it should also concern the girls' parents, the teachers and even the girls themselves, the politicians too. We should all induct ourselves so that we be able to help the girls with their schooling. Thank you all.

(Music. End of broadcast)

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T R A N S C R I P T
B R O A D C A S T II

N a a m...! Toward a discovery of our national languages : an emission meant to enhance girls' enrolment .

(The cassette begins with a reading lesson. The teacher writes the following sentence on the board : " A mosquito transmits malaria ". He then reads it twice and asks his students some comprehension questions. Later on, he selects one word from the sentence and asks about the different letters - consonants and vowels - that compose it. The purpose of the above is to show how the consonants and the vowels combine to give different sounds. The students in their turn give some examples of their own : L.....o.....lo and so on. Finally, the students give some examples of words in which such sounds as lo, li, le, la, lè are found).

(Musical break)

The second part of the broadcast is about a contest.

Teacher: (To the lady) My friend, welcome here today. Where are you from ?

Lady: Badalabougou.

Teacher: Badalabougou ?

Lady: Yes.

Teacher: What's your name ?

Lady: Bintou Sissoko.

Teacher: Bintou Sissoko. Uhm... Are you a student ?

Bintou: No, I am a graduate.

Teacher: Are you ?

Bintou: Yes.

Teacher: Have you got a job ?

Bintou: Not yet.

Teacher: I wish you the best of luck.

(To the other contestant) My friend, what's your name ?

Second contestant: My name is Madou, Madou Sangaré.

Teacher: (Repeating) Madou Sangaré.

Madou: Madou from Badialan I.

Teacher: (Still repeating) Madou Sangaré from Badialan I. Uhm?

Madou: Yes .

Teacher: Are you a student ?

Madou: No, I am a graduate .

Teacher: You are a graduate. What did you study ?

Madou: Agriculture.

Teacher: Agriculture ? No, you've already got a job. Haven't you ? A scholar in agriculture is rare, no days.

Madou: Yes, that's true.

Teacher: You've really done your best. Right, let's move to today's topic. (Explaining) Today, we'll talk about the benefits of education. The benefit of education is everlasting, the Bambara people say so. Therefore I'd like you to use the following expressions to say what you know about education benefit. (The teacher starts by reading the expressions) :

- women
- placenta
- child
- close birth
- sickness
- peace
- secret
- knowledge
- light

(Then to the contestants)

Many of these expressions deal with the importance of education. So, do your best. The time limit is two minutes. Write a good paragraph that will interest our listeners.

(To the audience) Before they finish, let me re-read the expressions for those who want to try the exercise. (And he reads the expressions again and wishes a good luck to everybody).

(Follows a musical break)

Teacher: Please, stop writing. Let's listen to your paragraphs.

(To the lady) Bintou.....

Bintou: Yes.

Teacher: Will you read your paragraph to us ?

Bintou: Unhum. (Then she goes on reading)

Education has a great benefit. Education has a great benefit for women. (Teacher agreeing from time to time). Starting with childbirth... let's start with childbirth. Girls' schooling has played a big role in that sense. Talking about childcare, women education has played a big role there, too. (Teacher still agreeing). We have also noticed a change in the behavior of the children toward their mothers. Even in the rural areas... (complaining because she couldn't complete her sentence). I couldn't finish...

Teacher: Alright, you couldn't. The time limit was a little bit short. That's okay. (To the other contestant). And what about you, my friend ?

Madou: Well, I did write something.

Teacher: You did ? Sangaré. Go on.

Madou: (Reading) A woman who attends school will learn something. Knowledge is not limited to parental education. School education enlightens her. It will teach her how to behave at childbirth. (And he hands in his sheet to the teacher).

Teacher: That's fine. The jury will help us.

(The teacher in his turn hands in both sheets to the jury members. Then a musical pause follows. Later on, the teacher initiates his students to letter formation. He explains how one should write the letter " L ". Different attempts are done by individual students. Some among them do well, but some others don't. Thanks to the encouragements of the teacher, all of them succeed in doing so. The teacher then draws two horizontal lines on the board and shows his students how the letters fit in them. Some volunteers are called to go to the board in order to write some letters within the lines. To finish with this activity, the students are asked to copy some letters down their notebooks).

(Another musical break follows)

Teacher: (To Bintou) Bintou, we have reached another step. Did you attend school ?

Bintou: Yes, I did.

Teacher: Did you draw any benefit from it ?

Bintou: Yes, I did.

Teacher: So, why don't you tell us about it ?

Bintou: To me, girls' education is compulsory for our country today. This fact will enhance cleanliness and health within her ^{future} family. This was my point of view about girls' education...

Madou: I didn't mean to interrupt you. I do agree with the schooling of girls, but what we notice today is that our sisters or daughters attending school, will learn a lot and so fail to get married in due time.

Bintou: The delay in marriage can't prevent us from sending them to school. They should attend school and acquire some knowledge. For instance in the past, there were many children diseases, many children deaths and women who died during childbirth. Thanks to ^{new knowledge} school education, these things have greatly decreased. If the girls attend school, they will acquire a new knowledge and will understand them. Educating the girls will prevent them from contracting many diseases. So the children diseases will decrease in number, the children deaths too and this will even reduce the number of women who die during childbirth.

Madou: You say that girls' education will reduce children diseases. How can a woman cure an illness at home without the presence of a medical doctor ?

Bintou: A woman can do it at home. An illiterate woman may bring her sick

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child to the nursery and be given a prescription ,but she may fail to read it. Also,if her husband buys a prescribed medicine,she may not know how to administer it. But a literate woman will just have to read the prescription and administer her child the right dosage. School education has also got another benefit which is different from all these. If you are literate and secure a clerical job,you will help with a lot of your family expenses. Suppose you are literate but you can't find any clerical job,your education will help you solve many of your minor problems such as petty trading,sewing and so on. I think the benefits of school education never finish for a woman. Girls' education is really compulsory.

Teacher: Well Bintou, I think that your arguments are convincing enough. Now let's refer to the jury.

(Later, to Bintou) Have you won any additional points ?

Bintou: Yes, I have.

Teacher: How many ?

Bintou: Now, I have got 44.

Teacher: 44. And what about you Sangaré ?

Madou: Yes,I've got 48 now.

Teacher: 48. Now,let's move on to the dictation. That will widen the gap between you. (To the audience) Dear listeners,let everybody try to write Bambara. Let's check if we all know how to write Bambara correctly. (He reads the title of the dictation : " Developing our country " and then dictates it. The dictation itself is based on the necessity of working for a better development. Later,the dictation is shown on the board for the contestants to cross-check. The sheets are once more collected for the jury to correct. As a final result,Bintou has got 64 points while Madou has got 68.

At the end of the emission,the jury members come on to the stage and reward the two contestants. The teacher concludes by inviting people to take part in the contests.

(End of broadcast)

TRANSCRIPT

BROADCAST 3

N a a m...! Toward a discovery of our national languages : an emission meant to enhance girls' enrolment.

The following emission also starts with a greeting from the part of the teacher. He then explains his students that the lesson will be about the numbers. He writes some numbers on the board and asks his students to read them. Example : 1, 2, 6, 9, 7, 5 and so on.

Note that he remembers the names of all his students well. The numbers are thus reviewed from 1 to 9. The students are told that the whole calculation is based on the use of those numbers. Later on, the teacher explains his students how to go from the units to the tens and from the tens to the hundreds. To make it clear, he draws three columns : one for the units (Kelenw), one for the tens (biw) and one for the hundreds (K m w). The teacher asks his students to come and write some number within the columns, taking into account the fact that some may be units, tens or hundreds.

Finally, the students are given a homework consisting in drawing some columns within which they are to write some numbers.

(Follows a musical break)

Teacher : Welcome back to our usual game contest. There are two contestants here today. (To the first contestant) my friend, what's your name ?

✓ First contestant : Bert^h

✓ Teacher : What's your family name, Bert ?

Bert : Bagayogo.

Teacher : (Repeating) Bagayogo. Have you got a job ?

Bert : No, I haven't

Teacher : You haven't...

Bert : I haven't got any job yet.

Teacher : Why haven't you ?

Bert : Maybe it's because of the way things go in this country.

Teacher : (Laughing) So you are a graduate.

Bert : Yes, I am.

Teacher : Have you got a diploma ?

Bert : Yes, I have.

Teacher : I wish you a good luck (To the second contestant) what about you, my friend

Second contestant : Sekou KONE.

Teacher : (Repeating) Sekou Koné. Where from ?

Sekou : From Bougouni.

Teacher : From Bougouni... So, there are Bambara people here today.

Aren't they ? Now, Koné and Bert let's start with our game.

(He goes to the board and reminds people about the importance of girls'schooling. The teacher says that according to the Bambara people, literacy is different from knowledge. "Well, we are going to talk about this a little bit today." He then reads the following expressions from the board) :

Literacy and knowledge

- the Bambara people
- self-care
- management
- an illiterate person
- leadership
- a mistake
- behavior within the community
- progress
- knowledge

The above expressions deal with literacy and knowledge. You have two minutes to work and produce a paragraph dealing with the importance of the matter. (To the audience) you too, try this. Let me re-read it for you (and he reads the expressions once more) (Musical pause)

Teacher : (To the contestants) the jury is indicating that the time limit is over. So, let's stop writing. (to Bert) Bert, what did you write ? Can you read it ?

Bert : (Reading) It's unusual for an illiterate person to become a leader. The reputation of a family is made through the knowledge and the behavior of the chief of the family. A mistake is not good for kinship. A person (hesitating and looking at the teacher)

Teacher : What were you about to read ?
(Helping her) A literate person's.....

Bert : (continuing)..... management is better than an illeterate one's.

Teacher : Uhm! I'm pleased with this. Now, tear your sheet and give it to me.
(To Koné) Now you Sekou, What have you written for the jury ?

Sékou : (Reading)

The Bambara people say that literacy is different from knowledge.
But we notice that the way people should behave in the world is linked to schooling.
One cannot do a good management without going to school.
A country cannot progress without schooling.

.../...

Teacher : Right. Hand me your paper. (To the jury) Now you've listened to their opinions, I'd like you to read these papers and decide about the winner.

(Musical break)

Teacher : The jury has made up his mind. Bert, how many more points have you won ?

Bert : 12

Teacher : 12 ? That's alright. And you Sekou ?

Sekou : 16

Teacher : 16. That's fine. Let's continue.

(The teacher then writes a scrambled word on the board and asks the students to decode it. They are given one minute to do so. In the meantime, the teacher invites the audience to do the same decoding exercise. At the end of the allocated time, neither student has decoded the word. The teacher laughs a little bit and agrees with the fact that the word is difficult to decode.

He asks the other students in the classroom to decode the same word. Different proposals are thus given. Each of them is written on the board. The teacher also helps in the decoding. A second opportunity is offered to the students to try to decode another scrambled word. Bert decodes it easily and even proposes another good alternative. Finally, the jury is once more asked to make a decision)

(Musical break)

Teacher : Now, the jury has decided something. (Touching Sekou on the shoulder) How is it ? Anything new ?

Sekou : No change. I still have 16.

Teacher : This means you couldn't decode the words. Does it matter?

Sekou : No, it doesn't

Teacher : And you, Bert ?

Bert : It's okay with me.

Teacher : Is it ?

Bert : Yes, it is

Teacher : You have won some more points.

Bert : Yes.

Teacher : Now your total number is 32.

Bert : Yes.

Teacher : Eh ! So this is a shame for the men. Well... I think we have already talked about literacy and knowledge. The other day, we said a few words about girls'schooling. But when one goes downtown and inquires about the matter, he has the impression that people haven't quite understood the topic. So, why don't we

try to discuss about it a little bit (to Sekou) Sékou....

Sekou : Yes

Teacher : How do you perceive girl's schooling ?

Sekou : Girls'schooling is necessary for the development of the country. No country in the world has ever developed with illiterate women. Men can't do without women....

Bert : (Making some noise)

Teacher : (To Bert) Bert, since you are a woman, what can you say about girls'schooling ?

Bert : People are talking about girls' schooling today. Personally, I am against it. What the girls will learn at school, such things as learning about the household tasks, taking care of the children, they are all taught these at home by their parents. To me, school education for a girl is a nonsense.

Teacher : Well Koné, is that true ?

Sekou : Sister, let me remind you that wherever you go in this world, nobody can do without literacy. If one is literate, he will understand something in this world. If he understands it, he will know how to behave in it. And if he behaves well, he will make a profit out of it. If the girls attend school, this will help them to perform many activities within the family. They will benefit from such things as petty trading, sewing, manual works and many other things.....

Bert : I think that being illiterate can't prevent a girl from doing her household tasks. You see, our mothers were illiterate. Nonetheless they could handle their family tasks.

Sekou : This is not nowadays. Don't you know that things have changed ? Survival means are no longer the same. Many things are now linked to literacy. Therefore, the girls should go to school, learn a lot so that things become easier for them and that they could make a profit from them.

Personally, if I were asked to choose a wife, I'd do it among literate ones. You see, a literate woman will help her husband with advice...&.....

Bert : Well.....

Sekou : These were some advantages of girls'schooling.

As early as

Bert : I agree with you. I hadn't understood it before. (Laughing)^v Tomorrow, I'll send all my children to school.

Sekou : Right ! This is what we like.

.../...

Teacher : (Quite satisfied) Well, well, if we could all have the same idea....
What I'll add to this is that we should all invest ourselves for the girls' education. Everything has its drawbacks. If one is not literate, he'll remain ignorant. The Bambara people say that literacy and knowledge are different. But knowledge also necessitates a little bit of learning. There are many ways of learning. My dear sisters, this is the time for you to fight illiteracy.

(To the jury members) May I have the results ?

(Later, to Bert) Bert, how is this contest ? How many points have ^{you} got now ?

Bert : Now, it is 47.

Teacher : 47, so you have won some more points. You've got up to 47.

And you Sekou ?

Sekou : 33

Teacher : 33. Sekou, I guess you are both still competing.

Sekou : Yes, we are.

Teacher : Let's move on to the riddles. Well, dear spectators, listen,

(And to Bert) Er.... Bert.

Bert : Yes.

Teacher : Mamadi SISSOKO from Koundjambougou sent us a riddle. Here it is :

(reading) "Hum, hum, hum, hum, hum". What is it ?

Bert : I think this is an old lady who finds her share of the food small.

Teacher : Fine. To you Sekou. This riddle is from Ami DIANE of Kalabancoro.

Listen : "The wind blows, but it remains motionless". (And he laughs)

Sekou : (Repeating the riddle) "The wind blows, but...

Teacher and Sekou : (Both speaking)..... it remains motionless".

Teacher : This is it. So.....

Sekou : This is "urine and shit".

Teacher : Uhm.....(Laughing) (To Bert) And you Bert?

Bert : (Tries to repeat the same riddle)

"The wind blows,....."

Teacher : (Helping) it remains motionless"

Bert : (Hesitating) Er.....

.../...

Teacher : You too, you can't..... (To the audience) Well, who knows the answer among you ? Who understood it ? (No answer) Nobody got it. (Answering it himself) It is "a tree stump". Yes, it's "tree stump" (Reacting to someone's complaint) Sorry, I didn't see your hand in time. It's "a tree stump". Therefore, Ami DIANE wins the prize. She can withdraw it at our headquarters.

(To the jury) Now, the jury, let's conclude.

(A pause)

Teacher : This is the end of our contest. (To Bert) how is it, Bert ?

Bert : It's okay.

Teacher : You beat my man. Uhm, Sekou ?

Sekou : Next time.

Teacher : 57 against 33

Let's call the jury members to the stage.

(The jury members introduce themselves and reward the two contestants, starting with Bert. They congratulate her, encouraging her to keep on learning. Sekou also receives his reward.

The teacher then concludes by reminding people about the importance of (girls' schooling).

- End of emission -

TRANSCRIPT
BROADCAST 4

Handwritten notes:
Vong...
mark...
Vong...

N a a m ! Toward a discovery of our national languages : an emission meant to enhance girls' enrolment .

This fourth emission also starts with a review of the previous lesson. The teacher asks his students to go to the board and write their answers of the homework given before. All the students had correct answers. The teacher then moves to the hundreds. He explains the students how to write the number " 100 " within the columns. A new column, that of the hundreds is thus added to the list. The students finally go to the board to write different numbers within the columns.

(A musical break)

The teacher now asks his students to read some difficult numbers written on the board. Then some volunteers go to the board and write these numbers within the columns. Later on, he asks his students to exercise at home. He also assigns them a homework consisting in writing some other numbers within the columns.

(Another musical break)

Teacher: Here again, we are on the competition' stage. Our contestants today are... (to the first contestant) My sister, what's your name ?

First contestant: My name is Hadi .

Teacher: Hadi. Hadi Koné ?

Hadi: Yes.

Teacher: Where from, Hadi ?

Hadi: From Banconi.

Teacher: From Banconi.

Hadi: Yes.

Teacher: Uhm.... Are you a student ?

Hadi: Yes, I am.

Teacher: Fine. And you, my friend ?

Second contestant: I am Bakary Keita.

Teacher: Bakary Keita. (Joking) So, Keita, did you^{eat} a lot of Ke ?

Bakary: No, I didn't.

Teacher: You didn't.

Bakary: No, not many.

Teacher: Are you a student ?

Bakary: Yes, I am.

Teacher: (Insisting) Uh ?

Bakary: Yes.

Teacher: You are a student ! This will ease our task today.

/ Dear students, let's talk a little bit about school education. You are in a better position than I am. So today's topic is about girls' schooling. Girls' education means many things. It concerns rural women as well as urban women. Now, let's see what to say about it. Here are a few expressions. I'd like you to use them in a short paragraph.

(Reading the expressions from the board)

Girls' schooling

- the family chief
- bliss
- children education
- to develop
- the country
- independence
- men
- insolence
- loitering

These words deal a little bit with girls' education. You have two minutes to write your short paragraph.

(To the audience) Let's try this together. We have already asked you to. Try them yourselves. Let me re-read it for you. (He reads it again. Then he assigns his audience the same task).

(A musical pause)

Teacher: Time is up. (To the lady) Fatoumata, what have you written for our spectators ?

Fatoumata: Here is what I wrote. (Reading it)

Illiteracy is a bliss. Schooling helps women with the education of their children. School education develops a country. School education backs up the development of the country. This is what I wrote.

Teacher: You are right. So, hand me your paper for the jury.

(To Bakary) The floor is yours, my friend.

Bakary: (Reading) School education is good for a country. It develops the country. Loitering is not good for a girl. If she attends school, she will be independent. Both men and women should attend school because ignorance is a bliss.

Teacher: Alright. What both of you have said is pertinent. But I cannot judge it. (To the jury) Will you take this and make your decision ?

(Later) My friend, how is it ?

Bakary: I have got 14.

Teacher: How many points ?

Bakary: I4 points.

Teacher: I4 points. Uhm. And you Fatoumata ?

Fatoumata: I2.

Teacher: I2 points.

Fatoumata : (Nodding with a smile)

Teacher: This is just a contest. There is nothing wrong with it.

Now, let's move on to the second part of our contest, okay ? It is the dictation. We would like you people from the audience to take your pen and paper and get ready for the dictation.

(To the contestants) Are you ready ? Hurry up! Are you all ready ? Let us begin. Write : dictation. (And he starts dictating the following paragraph. He dictates slowly, repeating the words from time to time).

" It is a good thing that people know the laws in a country, know their rights and do what they should do ". This is the end of the dictation passage. (To the audience) Dear spectators, do your best, see if you can write Bambara. (He then re-reads the dictation. To Keïta). Are you thru
Keïta: Yes.

Teacher: (Reading the dictation for a last time) Now, you stop writing. Did you check everything ? Right, before the jury makes his decision, I'll show you the correct spelling.

(To the audience) Follow with me. This is how you should have written it (The teacher reads the dictation from the board and asks his audience at home to cross-check their spelling). (To Bakary) What have they decided about you now ? How many more points ?

Bakary: I have got 38.

Teacher: So, you have reached 38 points.

Bakary : Yes.

Teacher: That's a good thing. (To Fatoumata) And what about you, Fatoumata ?

Fatoumata: 32.

Teacher: 32 ?

Fatoumata: Yes (laughing)

Teacher: 32. The remaining questions are coming. Hope you will do your best.

(Follows a musical break)

Teacher : (To Fatoumata) Fatoumata.....

Fatoumata: Yes.

Teacher: I asked you and you told me that you were a student.

Fatoumata: Yes.

Teacher: So, why are you going to school? Is there any benefit from it?

Fatoumata: There is a great benefit from girls' schooling. Even the scholars have mentioned that a country which wants to develop should have half of its population literate. Here in Mali, there are more women than men, and the majority of women are illiterate people. This shows that girls' schooling is compulsory for a country's development.

Bakary: It's true that there are many women, to me, they play a minor role in the income of the country.

Fatoumata: Women play a great role in the income of the country. Note that they play their role in each aspect of the development of the country, let it be farming, health problem, fishing, manual work...

Teacher: (Agreeing but not interrupting) That's right.

Fatoumata: So, if women attend school, they will do their best in all of these.

Bakary: You see, girls' education doesn't have any benefit for our country.

Teacher: (Laughing) Does it?

Bakary : Yes.

Fatoumata: Well, brother, " ignorance is bliss ! "

Teacher: So, they say.

Fatoumata: Whenever there are many illiterate people, we encounter many sick people....

Teacher: (Still agreeing) True.

Fatoumata: Both young and old people are sick. In a country where there is no ^{health}, its people cannot work...

Teacher: That's difficult.

Fatoumata: Where there is no work, there is no prosperity. and where there is no prosperity, there is no development. The development of a country lies in the hands of women.

Teacher: Uhm.

Fatoumata: So, girls should go to school.

Bakary: Well, I agree with you.

Teacher: Do you?

Bakary: Yes, I do.

Teacher: So, she has said something pertinent. Girls' education is really a necessity. It's our chance. Isn't it?

Bakary: Yes, it is.

Teacher: If you agree with her, I'll be happy about it. But the jury is listening to you.

(Later)

Teacher: Keïta, how many points have you won after this discussion ?

Bakary: I have got 59.

Fatoumata: I have got 60.

Teacher: So, you have got 60. You are really talkative. What you've said is accurate. Now, let's move on to the riddles. Many people sent us riddles. This is the one from Moussa Kanté. He's a joiner. He lives in Kansamana. Here is his riddle. (Reading it)

" There is a ' boubou ' worn by every chief of a family. Each member of the family wears it, too - even those members on a trip wear it ". What kind of boubou is it ? Uhm ? (To Fatoumata)

Fatoumata: (No answer)

Teacher: Well, Fatoumata, you haven't found the answer.

(To Bakary) Keïta ?

Bakary: It is " our mind ".

Teacher: The mind ?

Bakary: Yes.

Teacher: Uhm.... I'm sorry.

(To the audience) Who knows it ? What is it ? Bintou ?

Bintou: It is " our family name ".

Teacher: Yes, you are right. It's true. (To the sender of the riddle)

Well, Moussa Kanté, someone found the answer to your riddle.

Now, to the second riddle. This one is Ali Dienta's from Hamdallaye.

Here it is : " There is a polygamous man. He sleeps in his first wife's bed at night, but daybreak always finds him in the bed of his second wife

(Both teacher and contestant laugh. To Bakary) What is it ?

Bakary: (No answer)

Teacher: Well Keïta, this is really unusual. Isn't it ?

(To Fatoumata) So, Fatoumata ?

Fatoumata: I don't know how to answer this question.

Teacher: You don't. (Again both teacher and Fatoumata laugh. To the audience). The sender of this riddle is Ali Dienta. He says that the answer is the sun. (Explaining): the sun sets in the West, which is considered to be his first wife's bed ; but it rises in the East - his second wife's bed.

Now, let's listen to the decision of the jury so that you be given your presents. Well, they say that you haven't won any more points. (To the jury members) Please, bring us their prizes.

(Introducing the jury members, the teacher asks them to say a few words about girls' schooling. Mrs. Kanté launches herself into the importance of girls' schooling - encouraging undecided parents to enroll their daughters. The contestants are finally given their prize.

The teacher concludes by thanking everybody bidding them goodbye.

(End of broadcast)