

Education Development Center:  
Mali

Radio Program	Descriptions
<b>Country</b>	Mali
<b>Geographical Coverage</b>	<p>Project areas: Portions of the regions of Koulikoro, Segou, Sikasso, and of the District of Bamako</p> <p>Since the broadcasts are nationwide (through Mali’s national broadcaster), they can be accessed by pupils in non-project areas.</p>
<b>Targeted age/grade</b>	Grades 1, 2, 3 (and 4) in public and community schools
<b>Number of targeted students (Population)</b>	<p>Mali SIRA project schools count enrollments of 258,242 pupils in grades 1-2 (the grades in which it implements).</p> <p>As noted under “coverage” above, many more pupils benefit from the broadcasts, since they can be accessed nationwide and also target older pupils.</p>
<b>Expected number (or percent) of students reached</b>	No target was explicitly established. Nor was any estimate officially published or shared. Because schools in Mali had experienced extended closures from teachers’ strikes before the COVID crisis, it was feared that many families were disengaging from the education system; thus an estimate of 50% pupils listening may have been considered optimistic.
<b>Number of episodes</b>	4 different lessons each day on Monday, Tuesday, Wednesday and Thursday
<b>Length of episodes</b>	30 minutes for each lesson
<b>Time of day</b>	From 9:55 AM to 11:55 AM GMT
<b>Overall purpose/message/content</b>	<p>These Interactive Audio Instruction lessons were designed to be able to be used independently to supply instruction when teachers are not present, are not well trained, or do not possess the knowledge needed to successfully teach the subject.</p> <p>The lessons have seven segments: opening segment, song, game(s), decoding skills, comprehension skills, writing; and closing segment. The songs have been carefully written to meet the curriculum and objectives.</p> <p>A set of 120 lessons have been produced in French for grades 1, 2 and 3; and a set of 100 lessons in Bamanankan for grade 1. Each set has been developed from a rigorous scope and sequence following the spirit of balanced literacy and matching the demands of the Malian curriculum in reading and writing. The first set engages students in an intense practice of the alphabet, letter names and sounds with the intent of having the complete alphabet mastered in the first weeks of school.</p> <p>The lessons are interactive. Characters speak to each other and to virtual students as well as to the real students, enticing them with storytelling,</p>

	songs, reading and writing, allowing for time to respond, think, read or write.
<b>Monitoring Method</b>	<b>Descriptions</b>
<b>Total number of caregivers in the known population (on the sample frame)</b>	The project has phone numbers of 67,076 parents/caregivers (representing 59% of the total parents of targeted pupils).
<b>Number of parents/caregivers sampled</b>	Note that the monitoring of the radio lessons was involved a subset of questions within a wider COVID impact monitoring survey. For each wave of data collection, 210 out of 400 targeted respondents were drawn from the list of parent phone numbers. It was also possible that other categories of respondents (e.g., municipal officials) had children in the relevant grades and therefore responded to the questions about the radio lessons.
<b>How many parents/caregivers were surveyed?</b>	Wave 1: 159 Wave 2: 192
<b>Response Rate</b>	Wave 1: 76% (159 surveyed out of 210 called) Wave 2: 91% (192 surveyed out of 210 called)
<b>When was data collected?</b>	Wave 1: May 20 to 25 Wave 2: June 8 to 15 Wave 3: (projected) July 21 to 24
<b>Who collected these data?</b>	16 project agents: regional M&E staff and pedagogical staff
<b>How was it collected?</b>	The surveys were completed by field staff (see above) who administered Phone-to-Phone interviews in the requisite language (French or Bamanankan) with the respondents. They input data into the KoboToolbox app on their tablets.